

Putnam Academy of Arts and Sciences Charter School

Putnam County Public Schools Comprehensive Needs Assessment 2021-2022

The Comprehensive Needs Assessment (CNA) and Return on Investment are used to prioritize objectives, identify targets, develop areas of focus for the Schoolwide Plan (SIP), create a Parent and Family Engagement Plan, and align financial expenditures with student learning needs.



Overview

Provide a brief description of the school, attendance area and surrounding community.

Putnam Academy of Arts and Sciences is a charter middle school located in Palatka, Florida. Putnam Academy partners with parents and community to provide challenging, well-rounded educational opportunities in a safe and supportive environment. Our school fosters creative minds, critical thinkers, and ethical character. We are dedicated to the individual development of the attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. Our vision is for motivated students to be given the opportunity to grow and develop into 21st Century learners by participating in a rigorous and comprehensive curriculum and through collaborative and independent learning activities. Our students hail from all areas of Putnam County (Palatka, East Palatka, San Mateo, Interlachen, Bostwick, Florahome, Satsuma, Crescent City, Hollister, Federal Point), which is a predominantly agricultural community.

SIP I. School Information, A. School Mission and Vision.

Provide the school's mission and vision statements. How are these clearly communicated to stakeholders?

Putnam Academy of Arts and Sciences, in partnership with parents and community, provides challenging, well-rounded educational opportunities in a safe and supportive environment. Our school fosters creative minds, critical thinkers, and ethical character. We are dedicated to the individual development of the attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. Motivated students are given the opportunity to grow and develop into 21st century learners. Our school, which establishes a comprehensive and rigorous curriculum to meet and exceed the standards of Florida's Next Generation and the core curriculum, has the following beliefs:

- Our school's curriculum enables students to become self-directed learners and decision-makers, capable of both collaborative and independent learning.
- Our school is committed to reading and math success with school-wide improvement in standardized test scores as well as in other measurements.
- Our school keeps students and staff safe by developing clear lines of communication and procedures for all situations.
- Our school creates a partnership with parents to enhance our students' success.
- We define, teach, and support appropriate student behaviors, reinforcing and rewarding positive behaviors.
- We recognize that appropriate, individualized Professional Development is an essential aspect of school success.

School mission and vision information is shared with stakeholders during PTSO meetings, in the student handbook, and on the school website.

SIP I. School Information, B. School Leadership Team. Describe the roles and responsibilities of the members of the school leadership team, including how they serve as instructional leaders and practice shared decision making.

The Putnam Academy Leadership Team meets monthly to review and revise the School Improvement Plan. During these meetings the Leadership Team analyzes data related to, but not limited to, school culture, curriculum and instruction, student academic performance,

discipline, attendance, stakeholder communication, and fiscal responsibility. Results of these analyses, which are shared with stakeholders during PTSO meetings, with staff during faculty meetings, and with Governing Board members during monthly Board meetings, are used to make shared decisions about school improvement.

Leadership Team members include:

Curtis Ellis - Principal

Sharon Merwin - Teacher, Instructional Coach, and ESE Coordinator

Jim Payne - Teacher and Technology Coordinator

Sandi Bevans - Teacher, 504 Coordinator, and Guidance Counselor

SIP Title I Requirements #1. Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At Putnam Academy, positive relationships are built through a variety of communication efforts (i.e. - emails, phone calls, texts, website announcements, weekly newsletter, Remind.com, social media, and School Messenger) and through various activities (i.e. - Dad's Breakfast, Mother's Day Breakfast, Open House, PTSO meetings, Band Concerts) scheduled throughout the school year.

SIP Title I Requirements #2. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Most social-emotional needs of students are met through one-on-one or small group counseling sessions with our school guidance counselor. Students also meet with their mentor teacher monthly and as needed. More severe needs are referred to the Behavior Threat Assessment Team and may require a 504 plan and/or the involvement of outside agencies.

SIP Title I Requirements #3. Describe the strategies the school employs to support the incoming and outgoing cohorts of students in transition from one school level to another.

Annually, Putnam Academy invites, via postcards, all Putnam County 5th graders to visit our school and complete an enrollment application. Students who are selected through our lottery enrollment process are then invited to our annual new student orientation, which is scheduled during the summer. As 8th graders, students visit Palatka High School several times (school tour, registration, band concert, etc.) and visit St. Johns River State College. Additionally, counselors from other Putnam County high schools visit with 8th graders on our campus to discuss and answer questions about their respective schools.

SIP Title I Requirements #5. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Putnam Academy students are made aware of college and career opportunities through classroom guidance activities, which are provided by the school counselor, through school electives classes, during visits to the Palatka High School CTAE classes, through school clubs that are sponsored by local civic groups, and from local business representatives who are invited to make classroom presentations about their respective industries.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time.

Putnam Academy faculty and staff has created a progressive discipline plan which allows students ample opportunities to correct minor misbehavior before involving parents and office personnel. Major misbehavior incidents (i.e. – those requiring In-school or Out-of-School Suspension) are handled by office personnel and are reviewed during monthly Behavior Threat Assessment Team meetings. Depending on the level of severity or recurrence of major misbehaviors, students may be placed on disciplinary probation, issued a behavior contract, and/or be required to attend a disciplinary Tribunal hearing. To minimize disciplinary infractions, classroom instructional time is maximized and daily transitions are minimized.

Stakeholder Involvement in Data Analysis

Describe how parents, students, teachers, and community partners were engaged in the comprehensive needs assessment and how it was conducted in an inclusive manner to reach all members of the school community (e.g. regular education, special education, talented and gifted, migrant, Limited English Proficient, low-achieving students), paying particular attention to the needs of educationally disadvantaged children and historically underserved populations.

Parents, teachers, students, and community members are provided with many opportunities to be involved at Putnam Academy, whether through PTSO membership or participation as a member of a school committee or our governing board. Additionally, parents, students, and teachers are surveyed annually to determine areas of improvement and needs of each group. Annually, the comprehensive needs assessment is completed during our School Improvement Plan review session, which is attended by faculty, staff, parents, and community members.

List and describe evidence of stakeholder involvement (agenda, sign-in sheets).

Agenda (Agendas are prepared for each committee meeting, PTSO meeting, and parent involvement activity.)

Roster (Sign-in sheets are provided for each meeting and activity.)

Provide a list of involved stakeholders and roles.

Putnam Academy stakeholders include, but are not limited to, the following:

- Elisabeth Virstein, Governing Board (retired PHS teacher)
- Sharon Hughes, Governing Board Chairman (retired PHS teacher; former PCSD union rep)
- Shirley Davis, Governing Board (retired PCSD teacher)
- Jarvis Wright, Governing Board (local pastor)
- Jay Browning, Governing Board (local business owner)

- Lindsey Motl, Governing Board (parent)
- Diana Latta, Governing Board Secretary (retired PHS teacher)
- Julia Warwick, Governing Board (local business owner)
- Misty Hager, Parent Liaison (parent)
- Dugan Whiteside, PTSO President (parent)
- Kim Reynolds, PTSO Vice President (parent)
- Christina Griffis, PTSO Treasurer (parent and teacher)
- Paige Novak, PTSO Secretary (parent)
- Sandi Bevans, Accreditation Facilitator, SIP Committee, Leadership Team (counselor)
- Jim Payne, SIP Committee and Leadership Team (IT and teacher)
- Sharon Merwin, SIP Committee and Leadership Team (Instructional Coach)

Return on Investment:

Historical Evidence of Results based upon Activity Outcomes

Item/Service Purchased (Ex: i-Ready)	Impact on Student Achievement (Ex: In i-Ready reading, 45% of students in Grades K-5 have an average lesson time-on-task of 50+ minutes per week and 60% of students have a year to date pass rate of 70 percent or above. Mid-year i-Ready reading diagnostic results showed the percent of students performing on or above grade level increased from 25% to 43%.)
Paraprofessionals	Student performance in core courses improved as a result of having two adults in the classroom. This improvement is evidenced by the fact that the percentage of students continually improving and/or scoring on grade level on benchmark assessments.
Supplies	Student performance in core courses improved as a result of teachers having needed materials and supplies for instruction. This improvement is evidenced by the fact that the percentage of students continually improving and/or scoring on grade level on benchmark assessments.

Data Analysis

To prioritize the most important areas of focus, schools begin with a thorough analysis of data to identify specific needs related to student learning. This is followed by an examination of data regarding teaching practices and a reflective look at leadership practices.

Categories:

- Historical school grade data
- Federal index subgroup data
- Progress monitoring data, including relevant subgroup disaggregation
 - Sample data platforms to consider include Edstats (<https://edstats.fldoe.org/SASPortal/main.do>), EduData <https://edudata.fldoe.org/>, i-Ready, Performance Matters, and College Board
- Perception data (5E and Parent Involvement Survey)
- EWS data (course performance, attendance, discipline)
- Additional areas impacting school grade (ex: graduation rate, acceleration, CTE)

- Teacher instructional practice data (ex: iObservation)
- Leadership process data (ex: on-going professional development, coaching and mentoring of staff and students, parent and family engagement)

Student Learning

Historical School Grade Data:

	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	College and Career Acceleration 2015-16	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	School Grade
2014-2015	41			47			35	52	65		240	5	48	99	C
2015-2016	30	33	38	31	27	14	28	45	46		292	9	32	99	D
2016-2017	30	43	36	30	32	38	23	54	44		330	9	37	100	D
2017-2018	45	50	40	47	49	46	28	67	80		452	9	50	100	C
2018-2019	51	45	36	61	51	49	24	75	76		468	9	52	100	C

Federal Index Subgroup Data:

The Federal Percent of Points Index (Federal Index) is used to identify schools in need of support.

2019 School Grade	Overall Federal Index	D or F School?	Overall Federal Index Below 41%?	Low Graduation Rate?
C	52	No	No	No

Underperforming Subgroup(s):	<input checked="" type="checkbox"/>	Subgroup Federal Index
White	<input type="checkbox"/>	53%
Black/African American	<input type="checkbox"/>	43%
Hispanic	<input type="checkbox"/>	50%
Asian	<input type="checkbox"/>	*0%
American Indian/Alaskan Native	<input type="checkbox"/>	*0%
Native Hawaiian/Other Pacific Islander	<input type="checkbox"/>	*0%
Multiracial	<input type="checkbox"/>	*0%
English Language Learners	<input type="checkbox"/>	*0%
Students with Disabilities	<input checked="" type="checkbox"/>	32%
Economically Disadvantaged	<input type="checkbox"/>	47%

Progress Monitoring Data:

Describe trends revealed by historical school grade, federal index subgroup data and progress monitoring data.

English/Language Arts

- Black students score lower than other ethnicities.
- White students score higher than other ethnicities.
- With the exception of Hispanic males, all subgroups continue to improve.
- Female students score higher than male students.

Mathematics

- Black students score lower than other ethnicities.
- Hispanic students score higher than other ethnicities.
- All subgroups continue to improve.
- Male students score higher than female students.

Science

- All subgroups score poorly in regular science.
- All subgroups continue to improve in Biology.
- Females perform better in regular science.
- Males perform better in Biology.

Civics

- All subgroups continue to improve.
- Hispanic students score higher than other ethnicities.

Describe how you monitor standards mastery for each EOC course taught at the school. (secondary only)

For each EOC course (Civics, Algebra 1, and Biology 1) taught at Putnam Academy, student mastery of standards is monitored using online EOC formative assessments, which are administered every grading period.

Provide any additional school-level progress monitoring data for Reading, Math, Science, Social Studies, and/or Writing.

At Putnam Academy, teacher-made benchmark assessments are used to monitor standards mastery in all core academic classes.

Perception Data:

Describe trends revealed by your school's perception data.

Our annual parent survey responses indicate that at least two-thirds of our parents are satisfied with our school.

- Parent Involvement Opportunities = 71.4%
- Flexible Scheduling = 82.9%
- Feels Welcome = 71.4%
- Workshops Provided = 74.3%
- Materials Provided = 68.6%
- Standards Information = 65.7%
- Communication = 77.1%
- Title I Requirements = 80.0%
- School Compact Input = 77.2%
- SIP Input = 68.6%
- PFEP Input = 71.5%
- Title I Meeting = 77.1%

Parent Involvement

Survey results can be found here:

English:

https://docs.google.com/spreadsheets/d/1MKg9XpbBDbt_esqXhyZpEgxmGC0mqHh58-qzLcPFi-c/edit?usp=sharing

Describe trends revealed by your school's data on parent involvement.

Survey data reveals that PAAS parents are unable to attend school activities due to scheduling, event times, and lack of communication. Parents prefer to receive information via text, phone calls, and email. Parents would like more information about homework help, strategies to support achievement, and technology support.

EWS Data:

School leaders should reflect on the EWS sections of their mid-year presentations/schoolwide plan evaluations as well as other school specific data sets, including by subgroup when applicable. The mid-year presentation from the district-admin data chat is a separate document that supports the CNA. A school leader can also utilize the Mid-Year Reflection in CIMS to support responses.

Describe trends revealed by the course performance data.

During the first semester, three students failed reading, whereas four students failed math. Thus, more students struggle with reading than mathematics.

Reflect on your school's actions to improve attendance and the results of those efforts using data.

Attendance data is analyzed monthly, and warning letters are mailed to parents of students with three or more unexcused absences. If a student's attendance rate falls below 90%, the student is placed on attendance probation for one grading period. If the student's attendance rate has not improved by the end of the probation period, an attendance tribunal is held to determine continued enrollment at Putnam Academy.

Describe trends revealed by your school's discipline data.

- Misbehavior warranting suspension is minimal.
- Misbehavior increases around holidays (i.e. - Winter Break and Spring Break).

College and Career Readiness Data:

Industry Certification/Career and Technical Education

How do you ensure practices are in place to maximize CTE program completers? (secondary only)

How many students in each grade level are enrolled in a course leading to program completion? (secondary only)

Graduation Rate/Cohort Status

School leaders should reflect on recent official graduation rate data and the graduation rate monitoring sections of their mid-year presentations/schoolwide plan evaluations as well as other school specific data sets, including by subgroup when applicable. The mid-year presentation from the district-admin data chat is a separate document that supports the CNA.

Palatka High School

Historical Data			Baseline	Year 1	Year 2	Year 3	Year 4
2013-14	2014-15		2015-16	2016-17	2017-18	2018-19	2019-2020
56.8%	57.7%	Actual	64.5%	67.5%	84.3%	85.4%	89%
		Annual Percent Change	+6.8%	+3.0%	+16.8%	+1.1%	+3.6%

Describe trends revealed by the data above. (secondary only)

Describe the historical graduation rate for your school or your feeder pattern school. What have you done to promote on-time high school graduation for all students?

Describe trends revealed by school acceleration data and your efforts to increase student participation and proficiency in acceleration coursework. Address your efforts to identify students for participation from traditionally underrepresented populations.

Teaching Practice

School leaders should refer to the Building Detail Dashboard Report in your CNA folder to respond to the following questions. This report can be updated at any time in iObservation.

Using the data provided, reflect on your score distributions by element. How many Not Using/Beginnings have been scored? How many Applying have been marked? How many Innovating scores have been marked? Is this an accurate representation of what you see in classrooms on a daily basis?

Putnam Academy uses the Florida Consortium of Public Charter Schools' Evaluation System. The principal conducts weekly instructional walk-through observations and annual evaluations using Observe4Success technology to record results and notify teachers of strengths and areas to be addressed for improvement.

Reflect on the 'Frequency by Element' data. What are the three elements that are scored more frequently than the others? Less frequently? What is the frequency of high-yield strategies being scored?

See above.

Describe the correlation between the 'Average Teacher Score' distribution and student achievement data.

See above.

Use the data from the 'Frequency of Comments for Each Score Level' to reflect on your feedback practices. How often are you providing feedback through the comments? Do you give more feedback for a specific score as compared to the other scores?

See above.

Examine areas of strengths and weaknesses based on the Instructional Practices data above. Determine processes you will use to ensure Instructional Practice is positively impacting student achievement for the upcoming school year.

100% of PAAS teachers are effective or highly effective.

Leadership Practice

Describe the processes and systems in place for each of the following areas:

Area	Data Narrative
School-led approach to professional development	All professional development at Putnam Academy is planned and scheduled based on personnel need as indicated through data analysis of teacher performance and student outcomes during weekly faculty meetings.
Coaching and mentoring of staff and students	Each new teacher is assigned to our mentor teacher upon employment at PAAS. Putnam Academy's mentor teacher, who also serves as our Instructional Coach, is a novice teacher with multiple years of successful teaching experience.
Encouraging positive working relationships between teachers, including collaborative planning and instruction	Because of our small size, all PAAS teachers plan collaboratively on a weekly basis. Under the guidance of our principal, who has 35 years of educational experience, and under the guidance of our Instructional Coach and Leadership Team, faculty and staff make all decisions based on what is best for children.
Parent and Family Engagement	Parent/Family engagement activities (orientation, Open House, Breakfast for Dads, Mother's Day Breakfast, etc.) are scheduled throughout the school year at PAAS. Notifications of all activities are made via our school website, Facebook, weekly newsletters, school sign, and school message system.
MTSS	One faculty member is designated as our MTSS coordinator. This teacher, who has an extra planning period for MTSS duties, constantly meets with

	teachers, parents, and students to analyze data, set goals, and monitor progress of struggling students.
Other	

SIP Title I Requirements #4.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes.

All decisions at Putnam Academy are made based on what is best for students. Through a school-wide data analysis process, instructional needs are determined and prioritized. Resources (federal, state, local, grants) are aligned to instructional initiatives that maximize efforts to improve identified needs.

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

In accordance with ESSA Section 118 (b) { 2}, the methodology used to allocate State and local funds to each school receiving assistance under this part (Title I, Part A) ensures that the school receives all the State and local funds it would otherwise receive if it were not receiving Federal funds. The District has a methodology for support not supplant when allocating State and local funds to each school.

Each school year, the district's finance department assures State and local funds are distributed at an equal level by preparing a report showing comparability across all schools for the allocation of instructional staff. Staff allocations are based on a formula applied consistently so that all schools that are comparable receive allocations in a consistent manner. The report is audited by the State yearly to assure the District meets this mandate.

The funding formula is based on Florida Public Schools Full-time Equivalent (FTE) data. For the past several years, grades Kindergarten, first, second, and third grades have been allocated 1 teacher per 17 students. Grades four, five, six, seven, and eight are allocated 1 teacher per 21 students. Though the specific ratio may change year to year, this formula provides teachers for these grade levels at slightly below the ratio required to meet Florida's class size regulations.

Expenditures of titled funds at the school level are then monitored to ensure expenditures supplement the general curriculum and fulfill the intent of grant funding. All expenditures are reviewed by the Federal Programs Office to ensure compliance with applicable Federal and State guidelines.

Additionally, the school leadership team conducts a district unified Comprehensive Needs Assessment (CNA) towards the end of each school year. The CNA reports on how resources including personnel, instruction, and curriculum are aligned to identified needs. Student programming outcomes are monitored both in the CNA and district school data report-outs conducted quarterly.

Federal funding projects are monitored for auditing purposes by the Office of Federal Programs. Audit boxes for each program are maintained and aligned to pertinent work papers and Federal and State guidance.

How do you determine the needs of your ESE students so that ESE allocations are used to address the student learning needs of this population?

Needs of ESE students are determined through IEP meetings and performance monitoring. Resources are allocated to ensure individual goals are met.

Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on relevant school data sources.

Areas of Focus

Based upon your data analysis of student learning, teaching practice, and leadership practice, prioritize potential areas of focus for your 2021-2022 Schoolwide Plan (SIP).

- Reading Comprehension
- Writing
- Grammar
- Number Sense
- Computation
- Nature of Science

Identify the sources of data that will be used to monitor data within your prioritized areas of focus.

- Satisfaction Surveys
- Walkthrough Observations
- Professional Development Participation
- Lesson Plans and Curriculum Maps
- Benchmark Assessments
- Data Notebooks
- IXL Data
- USATestPrep Data

Return on Investment: 2021-2022 Monitoring Plan

Describe your plan for monitoring the impact of expenditures.

Item or Service Purchased	Data to be monitored/frequency for monitoring/expected outcomes
Paraprofessionals	Lower Teacher/Student Ration; Increased FSA/EOC Scores

The information contained in this Comprehensive Needs Assessment will drive the development of your Areas of Focus in Planning for Improvement within next year's Schoolwide Plan (SIP).