

St. Johns County School District

Patriot Oaks Academy



2015-16 School Improvement Plan

Patriot Oaks Academy

475 LONGLEAF PINE PKWY, Saint Johns, FL 32259

<http://www-poa.stjohns.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	4%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	23%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Patriot Oaks Academy provides opportunities for students to be successful in learning and celebrates personal and academic growth.

Priorities - I can develop areas that matter to me.

Opportunities – I have the skills and confidence to overcome any obstacle.

Achievement – I celebrate my success.

Culture - I believe I can accomplish my goals.

Provide the school's vision statement

Our vision at Patriot Oaks Academy is to foster the personal nature of learning and to inspire students to take initiative for individual academic growth. Our school culture will create the conditions where students set their own goals, solve problems and thrive from consistent feedback. Our priority is to maintain high expectations for student success and to celebrate achievement in every area of their lives. Patriot Oaks Academy will provide opportunities for students to explore their personal interests and talents. As a learning community, we will promote digital citizenship while working together to remove barriers in student learning and promote persistence, character and confidence in all endeavors.

Guiding Principles:

Priorities – Holistic development: academics, talents, interests, character

Opportunities – Progressive vision, Removing barriers, goal monitoring

Achievement - celebrating success

Culture – Goal setting, problem solving, high expectations, persistence, confidence

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Patriot Oaks Academy is committed to developing each child holistically. Fostering well-developed relationships between teachers and students is a key component. We will continue to implement student surveys to collect valuable insight about our students' cultures, interests, and level of engagement. Data that is collected will be used to build strong relationships among students and staff.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Patriot Oaks Academy will ensure each child feels safe and respected by utilizing the Character Counts initiative and the Seven Habits of Happy Kids and Effective Teens. A school wide anti-bullying policy has been implemented through assemblies, and a collaboration with the Patriot Oaks guidance department and Teacher Leaders who are developing student leaders. Patriot Oaks Academy has implemented a school wide PBS program to increase academic performance, increase safety, decrease problem behavior and establish a positive school culture.

Patriot Oaks Academy offers enrichment activities and sports after school to meet the students interests.

Character Counts Plan

Morning Announcement-A character pillar reminder and tip are read on the morning announcements

weekly. These remind the students of how they can practice the monthly pillar. Monthly a student will be spotlighted because of outstanding character.

Classroom Lessons-The School Counselors provide monthly lessons on the current character pillars, habits, and other topics as needed through a variety of activities (Story books, writing activities, role-playing, hand-on activities).

Teacher resources-A variety of activities and resources are provided to teachers and staff monthly. The resources give the Teachers activities and ideas that can be implemented on a daily basis

Individual Counseling- Counseling is provided to individual students that are in need of additional guidance in the monthly character pillar.

The Great Kindness Challenge-The Great Kindness Challenge is one school week devoted to performing as many acts of kindness as possible, choosing from a checklist of 50 suggestions. This challenge will help in creating a culture of Kindness and respect at Patriot Oaks Academy.

Community Service activities-Projects will place emphasis on Character Pillars. Projects may include, food/clothing drives, holiday card program, bully awareness, drug prevention, and other projects based on local need.

Character Counts Video project- Middle School Students will create a public service announcement like video on their different Character Pillars. These videos will be presented and available to the school.

Character Counts Library- A variety of books specific to each character Pillar and grade level are available to the staff in the School Counseling Offices.

Character Display- We will highlight students who excel at displaying the monthly character pillar. Students will be chosen by their classmates on a monthly basis.

The Mighty Oak Program- Every teacher chooses a student of the month that excels at the Monthly pillar. Those students are recognized at the quarterly Character Counts Ceremony.

Student Ambassador Leadership Program- Student ambassadors serve as a student leadership team that hold leadership roles in the school such as community service, tour guides and new-student programs.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Patriot Oaks Academy staff will implement the positive support behavior model.

Our student and staff handbook clearly outline procedures and protocol for student behavior. At the beginning of each school year the students will be expected to sign a code of conduct form which indicates they understand their expected behaviors.

Positive behavior expectation meetings are held with students to outline school expectations. These expectations include expected behaviors inside the classroom, with staff and their peers.

Staff is trained on anti-bullying and harassment policy that is set by St. Johns County School District. Patriot Oaks Academy makes it a priority to train personnel on safety procedures, this includes student leaders who are members of our safety patrol.

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

There are three school counselors at Patriot Oaks Academy to support students social and emotional needs. Our counselors constantly visit classrooms to teach lessons also to develop relationships with students. Through meetings with students the counselor will determine if outside services need to be recommended. Our counselors constantly work with families to best meets their needs. Teachers advocate for their students by referring students to guidance for academic and emotional needs. Patriot Oaks Academy also has a Dean of students. He helps to mentor students daily on making good choices to be successful. The Dean holds three Parent Awareness meetings throughout the school year to build community awareness on topics that affect students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	1	3	6
One or more suspensions	1	9	3	13
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	5	4	5	14

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	2	1	3

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified by the Early Warning System are discussed at CORE team meetings. If needed an intervention plan is developed for the student. Based on the student needs, the Core team will develop a plan to track the student and to monitor implementation of programs. Through CORE team meetings individual interventions are developed to target individual student needs. Students that currently have an IEP are met on to determine what can be done beyond their IEP to support their needs. Parents are communicated with frequently to keep them informed on their child's progress. Members of the CORE team have met with and will continue to meet with the teachers of the identified students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Patriot Oaks Academy is committed to creating positive relationships with families. We believe that positive communication is essential between school and home. In order to increase involvement we actively seek parent input and provide opportunity for families to be involved. Our constant communications keep parents informed of school happenings and their child's progress throughout the school year. Communication tools that are utilized to inform our families are; Blackboard Connect, Emails, Updated Web-site, Social Media, Principal Newsletters, Text Messaging, and weekly teacher newsletters in addition to updated online grades.

Our school's mission and vision is communicated with families through our school web site. In order to build a common language of our mission and vision, the mission statements are shared daily with students during morning announcements.

Patriot Oaks Academy works closely with the Parent Teacher Organization to raise funds that support the school in areas of academics, character development, service, technology and beautification projects. The PTO encourages positive relationships by organizing focused events such as; Literacy Night, Student Dances, Chargerthon, Book Fairs, Red Ribbon Week, movie night, and other student and family-centered activities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Patriot Oaks Academy PTO builds partnerships with our local businesses through commitment and dedication. We pride ourselves on establishing lasting relationships with our contributors. Our pledge is Bringing Businesses and Education Together for a Better Community. We provide many options for partnership in order to allow all types of businesses to be a part of our school business community at POA. Visit Patriot Oaks Academy PTO - Levels of Sponsorship for details. These opportunities have various price ranges along with several types of marketing tools to fit all budgets. PTO newsletter coverage, participation at school wide events and attending business networking socials are just a few ways we are able to provide these businesses a valuable partnership with Patriot Oaks Academy. Nearly all of our contributors have continued their support the following school year. It is because of the continued support of these businesses that our school has had the ability to finance the technology for the students. We have purchased the licensing for software programs such as IXL and Accelerated Reader for all our students at POA. PTO has also funded several continuing education meetings for the teachers throughout the year.

Our Community Contributor program is a reflection of the pride the community has for our school. The community of parents and businesses has come together to create strong ties of support. We are committed to making this our goal throughout the years.

Patriot Oaks Academy is also partnering with St Johns Community Education to provide evening courses for the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Harrison, Emily	Principal
DeMartino, Kristine	Instructional Coach
Sierra, Mildred	Guidance Counselor
Watson, Sandy	Guidance Counselor
Wetjen, Chris	Dean
Caradonna, Stephanie	Psychologist
Luetlich, Jennifer	Other
Stoddard, Jeffrey	Assistant Principal
VanHousen, Catherine	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- Emily Harrison- Oversees roles and responsibilities of MTSS team

Assistant Principal- Caty Van Housen- Ensures fidelity of meetings and procedures

Assistant Principal - Jeff Stoddard - Ensures fidelity of meetings and procedures

Instructional Literacy Coach- Kristine DeMartino- Creates and distributes agendas; facilitates meetings; provides data; gathers progress monitoring data; and distributes resources

Guidance Counselors- Mildred Sierra and Sandy Watson - provide grades and attendance information; gather teacher's feedback; monitors and logs parent contact

School Psychologist- Stephanie Caradonna- Records notes in database during meetings; takes minutes during Core team meetings; distributes minutes; sends follow up emails

Speech/Language Pathologist- Jennifer Luetlich- provides information pertaining to students being serviced

School Leadership Members:

- Participate as members of the Core Team and attend core meetings
- Take part in Rti meetings and help to create Tier II and Tier III interventions
- Finalize Rti referral packets and submit to LEA
- Refer students/parents with community resources
- Participates in parent conferences as necessary
- Performs classroom observations
- Conducts guidance lessons based on specific area of need
- Provides training to staff/teachers
- Perform speech and language screenings
- Mentor students and teachers
- Track students from EWS
- Monitor mission and vision of school

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. 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

St. Johns County Schools use a RTI/MTSS database. Students who are on tier 2 or 3 are met with weekly to progress monitor and ensure the students are receiving the most appropriate interventions for their needs.

Students who demonstrate a need to have behavior monitored are met on weekly to monitor. The team takes a proactive rather than reactive approach with students.

In our initial MTSS meeting we established referral criteria and trained the teachers on how to properly refer a student based on set criteria. When a teacher or support staff member identifies a student in need, the classroom teacher submits a referral to the MTSS team. The team will review student work and any additional data including test scores, report cards, and anecdotal data. If there is a sensory related concern, vision, hearing and Language screenings are done to determine needs. Classroom observations are also conducted, and progress monitoring data is gathered and shared with team (including parents). Once data is collected and analyzed by the core team, a plan will be created to meet the students' needs. This plan will be tracked and the data will be reviewed every six weeks to ensure the plan continues to meet their needs.

Through MTSS core meetings, the team will determine the personnel responsible, and resources available to ensure the highest impact.

Through our SAR budget we will provide supplemental intervention personal and implement after school tutoring opportunities for our struggling students.

We utilize State funds from the Supplemental Academic Instruction Budget and the Supplemental At Risk Budget to augment teacher training which targets our lower quartile students and provides additional support for at risk students. The funds will also be used to fund specific programs targeting to improve student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Emily Harrison	Principal
Kristy Brown	Teacher
Amanda Allen	Teacher
Meredith Williams	Teacher
Debbie Driscoll	Parent
Heather West	Parent
Valerie Spees	Parent
Jay Frisco	Parent
Meredith Connell	Parent
Jennise Garcia	Teacher
Katie Ade	Education Support Employee
Augie King	Business/Community
Beth Medina	Parent
Caroline Carigan	Parent
Casey Schwartz	Teacher
Karen Correale	Parent
Melanie Hammer	Parent
Milli Sierra	Education Support Employee
Suzanne Mauerer	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team evaluated the 2014-2015 School Improvement Plan on an ongoing basis throughout the school year.

While evaluating the 2014-2015 plan the team was satisfied with the Mission and Vision statements. The literacy leadership team was able to meet all of its goals in developing school wide common literacy strategies. The team met four times during the school year for the purpose of developing consistent terminology throughout the school.

We do not have FSA results, however throughout the year the data that was collected through common assessments and discovery education in the area of math and reading demonstrated consistent progress towards our goals.

In the area of writing, teachers assessed students using rubrics and received additional training on writing strategies specifically aligned to the standards.

In math and reading the teachers tracked progress using common assessment, discovery education data as well as individual impact data.

Additionally, teachers worked within their PLC's to create formative and common assessments, track data and make decisions about curriculum and instruction.

Development of this school improvement plan

The development of the School Improvement Plan will include members of SAC and other school leaders.

Preparation of the school's annual budget and plan

The School Advisory Council will assist in the preparation of the school's annual budget and plan. During the April SAC meeting the Principal will present the proposed budget for the 2015-16 school year for feedback from the committee.

The SAC Chair shares the needs and requests of the all stakeholders; students, teachers and parents, and community members.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Patriot Oaks Academy is unable to analyze funds from last year because it was established the 2014-2015 school year. We did not utilize a budget last school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
DeMartino, Kristine	Instructional Coach
Harrison, Emily	Principal
Newcomb, Denelle	Teacher, K-12
Durnin, Michaela	Teacher, K-12
Olson, Bonnie	Teacher, K-12
Jordan, Allyson	Teacher, K-12
Grimes, Catherine	Teacher, K-12
Maurno, Amanda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary responsibility of the LLT is to develop a common language and definition of what literacy is in our learning community as well as consistent terminology.

The Literacy Leadership Team promotes literacy within the school by developing school-wide common literacy strategies. The team meets four times during the school year for the purpose of alignment of reading goals and development of programs.

The LLT works to help teachers guide their instruction on content area literacy and increase text complexity in all core subjects.

Many members of the LLT are a part of the ILC cadre and will be bringing their expertise to their grade levels.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Patriot Oaks Academy is dedicated to encouraging a positive working relationship between teachers, including collaborative planning and instruction by providing them time to work together on early release Wednesdays. Teachers also have common planning after school. Our goal is for teachers to build relationships that best foster the growth of the team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Patriot Oaks Academy administration recruits highly qualified teachers by using the St. Johns School Districts rigorous application process then uses that resource to interview the most qualified individuals.

The Patriot Oaks Academy retains highly qualified professionals by:

- implementing Professional Learning Communities.
- utilizing the instructional literacy coach as a resource to model highly effective lessons
- offering professional development to best meet the needs of the teachers and staff
- upholding a Mentor/Mentee program

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Patriot Oaks Academy strives to provide new teachers with the best opportunities to be successful. New teachers will be encouraged to attend district new teacher trainings and to attend in-house professional

development. Professional learning opportunities will be provided monthly for new teachers. New teachers will be paired with Mentor teachers. Mentors and Mentees will establish a calendar to clearly determine meeting times. The new teacher Mentoring log will be kept of all meetings/observations. These logs will be shared with Administrators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Patriot Oaks Academy is dedicated to using data to provide and differentiate instruction to meet the diverse needs of students. We use programs such as data dashboard and performance plus to pull data and track students. We also utilize Discovery Education as a tool to track students throughout the year and progress monitor. The MTSS team helps teachers to modify and create supplemental resources to support students.

During grade level professional learning community times, teams analyze data and work together to support the needs of learners.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Tutoring opportunities will be available to students to help ensure success of grade level content.

Strategy Rationale

Reteaching will take place during small group tutoring. Students will have the opportunity to work with a small group to receive explicit instruction and teacher support. This will help students build on skills necessary to be successful.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Durnin, Michaela, mechaela.durnin@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data will be analyzed to determine effectiveness. This data will include Discovery Education scores, classroom assessments, teacher observations and quarterly reports.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Patriot Oaks is a K-8 building, each grade level ensures a positive transition for their students by preparing them academically, socially and with information about the next grade. During the summer, POA held a sixth grade transition camp to orient the students to middle school. To start the school year, Patriot Oaks Academy had student orientations to help students familiarize themselves with the building and their routines. The middle school students had an opportunity to find their lockers and walk their schedules. During building orientations students received an overview of school procedures and met their teachers.

Patriot Oaks Academy supports incoming Kindergarten cohorts by: providing parents with an information night, conducting kindergarten screening and inform teachers, and begin the year with a staggered start to help familiarize students with the teachers, school and routines in a small group setting.

Patriot Oaks Academy supports our transitioning 8th graders by arranging a visit to Creekside High School to meet with faculty and staff as well as having Creekside representatives visit Patriot Oaks. Currently POA offers five high school credit courses. Additionally, POA currently has a Creekside faculty member teaching one course on campus. Lastly, students will be provided with opportunities to interact with high school faculty, staff and students through their participation in Band/Chorus or Athletics.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will calculate effect size data in the areas of reading/ math to ensure students achieve at least one year of growth, which is measured at an effect size of .4 or higher.
- G2.** Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing grades 6-8.
- G3.** Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing K-5.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will calculate effect size data in the areas of reading/ math to ensure students achieve at least one year of growth, which is measured at an effect size of .4 or higher. 1a

G069008

Targets Supported 1b

Indicator	Annual Target
Math Gains	96.0
ELA/Reading Gains	96.0

Resources Available to Support the Goal 2

- Materials such as LFAS and MFAS
- Teacher Training through Visible Learning on effect size

Targeted Barriers to Achieving the Goal 3

- A common assessment to determine student achievement that is more timely than discovery education assessments
- Calculating and tracking effect size data

Plan to Monitor Progress Toward G1. 8

Weekly PLC notes will be turned into Instructional Literacy Coach.
Progress Monitoring Data will be shared with Core Team.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 8/20/2015 to 5/20/2016

Evidence of Completion

Student data will be collected and analyzed.

G2. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing grades 6-8. 1a

G069009

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	96.0

Resources Available to Support the Goal 2

- My Writing Access Program

Targeted Barriers to Achieving the Goal 3

- Resources for teachers to utilize in order to best instruct writing and track student gains

Plan to Monitor Progress Toward G2. 8

Student work samples and teacher data will be collected and reviewed throughout the year to determine progress toward our goal.

Person Responsible

Kristine DeMartino

Schedule

Annually, from 8/19/2015 to 5/25/2016

Evidence of Completion

Student work samples assessed using rubrics.

G3. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing K-5.

1a

G069010

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	96.0

Resources Available to Support the Goal 2

- Being a Writer Materials
- Teacher Training

Targeted Barriers to Achieving the Goal 3

- Teacher Resources

Plan to Monitor Progress Toward G3. 8

Teachers will assess students using rubrics. Spread sheets of students scores as well as work samples will be shared with the Instructional Literacy Coach.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Student writing samples with scored rubrics.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will calculate effect size data in the areas of reading/ math to ensure students achieve at least one year of growth, which is measured at an effect size of .4 or higher. **1**

 G069008

G1.B1 A common assessment to determine student achievement that is more timely than discovery education assessments **2**

 B179333

G1.B1.S1 Teacher training **4**

 S190674

Strategy Rationale

Teachers will be trained in order to implement common assessments in the classroom to better collect student data to track progress, and determine growth.

Action Step 1 **5**

School Based Training on MFAS

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 8/20/2015 to 5/20/2016

Evidence of Completion

Teacher participation with training. Teacher classroom data.

Action Step 2 5

School based LFAS training

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Teacher participation with training. Classroom data Implementation of Language Arts Formative Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

In order to monitor and support fidelity of implementation, teachers will submit classroom data to the ILC for progress monitoring and hold data discussions with their PLC's.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 8/20/2015 to 5/20/2016

Evidence of Completion

Teachers will collect classroom data as evidence that they are implementing the use of common assessment. At grade level PLC's teams will share data to look at the students as a whole. In order to ensure fidelity teams will work together to plan and implement common assessments. Through deliberate practice meetings, Administration will discuss students data as a tool to monitor tracking student progress through common assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Coaching opportunities will be available to support effectiveness of implementation.

Person Responsible

Kristine DeMartino


Schedule

Weekly, from 8/20/2015 to 5/20/2016


Evidence of Completion

Coaching logs as well as teacher data will be collected as evidence.

G1.B2 Calculating and tracking effect size data **2**

 B179334

G1.B2.S1 Teacher will participate in Visible Learning training. **4**

 S190676

Strategy Rationale

Teachers will learn to calculate an effect size. They will be able to analyze their own teaching to determine effectiveness.

Action Step 1 **5**

Visible Learning training- Evidence into action for teachers day 2

Person Responsible

Emily Harrison

Schedule

On 8/5/2015

Evidence of Completion

Teachers will turn in effect size data to administration.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Throughout the year the MTSS team will track effect size data.

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student data will be analysed to determine growth.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will be supported through the process of calculating effect size data.

Person Responsible

Kristine DeMartino


Schedule

Monthly, from 8/17/2015 to 5/26/2016


Evidence of Completion

Implementation and effectiveness will be monitored by teacher and class data.

G2. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing grades 6-8. 1

 G069009

G2.B1 Resources for teachers to utilize in order to best instruct writing and track student gains 2

 B179335

G2.B1.S1 Patriot Oaks Academy purchased My Access Writing for grades 6-8. 4

 S190677

Strategy Rationale

MY Access writing will help students develop the strong writing skills and confidence they need to be successful. Teachers will use this program to instruct and motivate students writing.

Action Step 1 5

Teachers will be trained on My Access Writing

Person Responsible

Allyson Jordan

Schedule

On 5/27/2016

Evidence of Completion

Teachers will begin having students grades 6-8 utilize this program to support their writing development.

Action Step 2 5

My Access Writing Software

Person Responsible

Catherine VanHousen

Schedule

On 8/28/2015

Evidence of Completion

Implementation into the classroom

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

This is a web based program therefore reports can be pulled to see student progress and implementation.

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Data from the reports will be analyzed to track student progress.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Through subject area PLC- teachers will share their evidence of student progress in the content area of writing.

Person Responsible

Catherine VanHousen

Schedule

On 5/25/2016

Evidence of Completion

Student work will be collected and assessed to endure improvement. Students will be assessed using the Florida State Writing Rubric to ensure fidelity and accuracy.

G3. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing K-5. 1

G069010

G3.B1 Teacher Resources 2

B179336

G3.B1.S1 Teachers often struggle with resources to instruct writing. Patriot Oaks Academy will be implementing the program Being a Writer to provide teachers with a resource to best instruct writing. 4

S190678

Strategy Rationale

The purchasing of the program Being a Writer will provide teachers with a concrete resource to help plan and implement writing instruction. This program meets the Florida State Writing Standards.

Action Step 1 5

Teachers will receive professional development on the implementation of the program Being a Writer. This professional development will support teachers in the execution of the program which will directly impact student achievement and growth.

Person Responsible

Kristine DeMartino

Schedule

On 6/5/2016

Evidence of Completion

Teachers will submit quarterly progress monitoring scores.

Action Step 2 5

Purchasing Being a Writer 3-5

Person Responsible

Catherine VanHousen

Schedule

On 8/21/2015

Evidence of Completion

Implementation of program

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Progress Monitoring through performance tasks.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Professional learning team will collect data and analyze the findings. The results will be given ILC to review.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress monitoring will be collected. Teachers and ILC will analyze at data to determine if lessons are focusing on skills that must be taught for students to be successful.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 9/1/2015 to 6/5/2016

Evidence of Completion

Once data is analyzed teachers and support staff will determine if the strategies implemented were effective.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School Based Training on MFAS	DeMartino, Kristine	8/20/2015	Teacher participation with training. Teacher classroom data.	5/20/2016 monthly
G1.B2.S1.A1	Visible Learning training- Evidence into action for teachers day 2	Harrison, Emily	8/5/2015	Teachers will turn in effect size data to administration.	8/5/2015 one-time
G2.B1.S1.A1	Teachers will be trained on My Access Writing	Jordan, Allyson	8/17/2015	Teachers will begin having students grades 6-8 utilize this program to support their writing development.	5/27/2016 one-time
G3.B1.S1.A1	Teachers will receive professional development on the implementation of the program Being a Writer. This professional development will support teachers in the execution of the	DeMartino, Kristine	9/1/2015	Teachers will submit quarterly progress monitoring scores.	6/5/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	program which will directly impact student achievement and growth.				
G1.B1.S1.A2	School based LFAS training	DeMartino, Kristine	8/27/2015	Teacher participation with training. Classroom data Implementation of Language Arts Formative Assessments	5/26/2016 quarterly
G2.B1.S1.A2	My Access Writing Software	VanHousen, Catherine	8/28/2015	Implementation into the classroom	8/28/2015 one-time
G3.B1.S1.A2	Purchasing Being a Writer 3-5	VanHousen, Catherine	8/21/2015	Implementation of program	8/21/2015 one-time
G1.MA1	Weekly PLC notes will be turned into Instructional Literacy Coach. Progress Monitoring Data will be shared with Core Team.	DeMartino, Kristine	8/20/2015	Student data will be collected and analyzed.	5/20/2016 monthly
G1.B1.S1.MA1	Coaching opportunities will be available to support effectiveness of implementation.	DeMartino, Kristine	8/20/2015	Coaching logs as well as teacher data will be collected as evidence.	5/20/2016 weekly
G1.B1.S1.MA1	In order to monitor and support fidelity of implementation, teachers will submit classroom data to the ILC for progress monitoring and hold data discussions with their PLC's.	DeMartino, Kristine	8/20/2015	Teachers will collect classroom data as evidence that they are implementing the use of common assessment. At grade level PLC's teams will share data to look at the students as a whole. In order to ensure fidelity teams will work together to plan and implement common assessments. Through deliberate practice meetings, Administration will discuss students data as a tool to monitor tracking student progress through common assessments.	5/20/2016 monthly
G1.B2.S1.MA1	Teachers will be supported through the process of calculating effect size data.	DeMartino, Kristine	8/17/2015	Implementation and effectiveness will be monitored by teacher and class data.	5/26/2016 monthly
G1.B2.S1.MA1	Throughout the year the MTSS team will track effect size data.	DeMartino, Kristine	8/10/2015	Student data will be analysed to determine growth.	5/26/2016 quarterly
G2.MA1	Student work samples and teacher data will be collected and reviewed throughout the year to determine progress toward our goal.	DeMartino, Kristine	8/19/2015	Student work samples assessed using rubrics.	5/25/2016 annually
G2.B1.S1.MA1	Through subject area PLC- teachers will share their evidence of student progress in the content area of writing.	VanHousen, Catherine	8/12/2015	Student work will be collected and assessed to endure improvement. Students will be assessed using the Florida State Writing Rubric to ensure fidelity and accuracy.	5/25/2016 one-time
G2.B1.S1.MA1	This is a web based program therefore reports can be pulled to see student progress and implementation.	DeMartino, Kristine	8/28/2015	Data from the reports will be analyzed to track student progress.	5/27/2016 quarterly
G3.MA1	Teachers will assess students using rubrics. Spread sheets of students scores as well as work samples will be shared with the Instructional Literacy Coach.	DeMartino, Kristine	9/1/2015	Student writing samples with scored rubrics.	6/5/2016 monthly
G3.B1.S1.MA1	Progress monitoring will be collected. Teachers and ILC will analyze at data to determine if lessons are focusing on skills that must be taught for students to be successful.	DeMartino, Kristine	9/1/2015	Once data is analyzed teachers and support staff will determine if the strategies implemented were effective.	6/5/2016 monthly
G3.B1.S1.MA1	Progress Monitoring through performance tasks.	DeMartino, Kristine	9/1/2015	Professional learning team will collect data and analyze the findings. The results will be given ILC to review.	6/5/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will calculate effect size data in the areas of reading/ math to ensure students achieve at least one year of growth, which is measured at an effect size of .4 or higher.

G1.B1 A common assessment to determine student achievement that is more timely than discovery education assessments

G1.B1.S1 Teacher training

PD Opportunity 1

School Based Training on MFAS

Facilitator

Donna Frank

Participants

Classroom Teachers

Schedule

Monthly, from 8/20/2015 to 5/20/2016

G1.B2 Calculating and tracking effect size data

G1.B2.S1 Teacher will participate in Visible Learning training.

PD Opportunity 1

Visible Learning training- Evidence into action for teachers day 2

Facilitator

Dr. Ray Smith

Participants

Patriot Oaks Academy Staff

Schedule

On 8/5/2015

G2. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing grades 6-8.

G2.B1 Resources for teachers to utilize in order to best instruct writing and track student gains

G2.B1.S1 Patriot Oaks Academy purchased My Access Writing for grades 6-8.

PD Opportunity 1

Teachers will be trained on My Access Writing

Facilitator

Kristine DeMartino

Participants

Middle School LA teachers

Schedule

On 5/27/2016

G3. Patriot Oaks Academy will track and demonstrate continued improvement in the area of Writing K-5.

G3.B1 Teacher Resources

G3.B1.S1 Teachers often struggle with resources to instruct writing. Patriot Oaks Academy will be implementing the program Being a Writer to provide teachers with a resource to best instruct writing.

PD Opportunity 1

Teachers will receive professional development on the implementation of the program Being a Writer. This professional development will support teachers in the execution of the program which will directly impact student achievement and growth.

Facilitator

Kristine Robinson

Participants

Teaching staff

Schedule

On 6/5/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	School Based Training on MFAS				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0471 - Patriot Oaks Academy	General Fund		\$2,400.00
2	G1.B1.S1.A2	School based LFAS training				\$0.00
3	G1.B2.S1.A1	Visible Learning training- Evidence into action for teachers day 2				\$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	750-Other Personal Services	0471 - Patriot Oaks Academy	General Fund		\$7,200.00
<i>Notes: Evidence Into Action for Teachers Day 2</i>						
4	G2.B1.S1.A1	Teachers will be trained on My Access Writing				\$0.00
5	G2.B1.S1.A2	My Access Writing Software				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	510-Supplies	0471 - Patriot Oaks Academy	General Fund		\$4,500.00
<i>Notes: My Access Writing Software</i>						
6	G3.B1.S1.A1	Teachers will receive professional development on the implementation of the program Being a Writer. This professional development will support teachers in the execution of the program which will directly impact student achievement and growth.				\$0.00
7	G3.B1.S1.A2	Purchasing Being a Writer 3-5				\$8,910.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	510-Supplies	0471 - Patriot Oaks Academy	General Fund		\$8,910.00
<i>Notes: This is used for the purchasing of Being a Writer grades 3-5</i>						
Total:						\$23,010.00