

St. Johns County School District

Patriot Oaks Academy



2016-17 Schoolwide Improvement Plan

Patriot Oaks Academy

475 LONGLEAF PINE PKWY, Saint Johns, FL 32259

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	3%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18	2014-15
Grade	A	A*

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Patriot Oaks Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

Culture - I believe I can accomplish my goals.

Achievement – I celebrate my success.

b. 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 utilize technology to promote digital citizenship and work together to remove barriers in student learning. We will promote perseverance, quality character education and instill confidence in all endeavors.

2. School Environment

a. 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.

b. 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, and Child Safety School Matters Program. 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.

Parent Resources-Resources are available to parents through the school counseling office, virtually through POA school counseling website. parent conferences and book club.

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 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 B-6 Leadership Program- Leadership program where students can develop and grow their character and leadership skills. This group will contribute to the school and community through mentoring, Character Counts ceremonies, and service projects to help the school and community environment.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	8	5	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	3	3	5	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	12	14	8	0	0	0	0	34

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	1	4	1	0	0	0	0	6	

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Harrison, Emily	Principal
Sierra, Mildred	School Counselor
Watson, Sandy	School Counselor
Wetjen, Chris	Dean
Luetlich, Jennifer	Other
Stoddard, Jeffrey	Assistant Principal
Susice, Kim	Instructional Coach
McCormick, Ashley	Assistant Principal
Drilling, Alyssa	Psychologist
Carlson-Bright, Dianna	Assistant Principal

b. Duties

1. 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- Jeff Stoddard- Ensures fidelity of meetings and procedures

Assistant Principal - Ashley McCormick - Ensures fidelity of meetings and procedures

Assistant Principal-Dianna Carlson-Bright - Ensures fidelity of meetings and procedures; provides Tier 1 data for core meetings.

Instructional Literacy Coach- Kim Susice- Creates and distributes agendas; facilitates meetings; gathers progress monitoring data; and distributes resources

Guidance Counselors- Mildred Sierra, Sandi Watson and Casey Smith - provide grades and attendance information; gather teacher's feedback; monitors and logs parent contact, ensures hearing and vision data are up to date.

School Psychologist- Alyssa Drilling- 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
- Preform speech and language screenings
- Mentor students and teachers

- Track students from EWS
- Monitor mission and vision of school

2. 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.

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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Emily Harrison	Principal
Debbie Driscoll	Parent
Valerie Spees	Parent
Meredith Connell	Parent
Casey Schwartz	Teacher
Millie Sierra	Education Support Employee
Suzanne Mauerer	Parent
Megan Doxon	Teacher
Hailey Fletcher	Teacher
Lisa Smith	Parent
Jennifer Sepulveda	Parent
Shana Harvey	Parent
Shelby McMullen	Teacher
Laura Willis	Teacher
Jennifer Sicilian	Parent
Lorie Shvets	Parent
Janet Jones	Teacher
Lindsy Swenson	Teacher
Bonnie Olson	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team evaluated the 2015-2016 School Improvement Plan on an ongoing basis throughout the school year.

While evaluating the 2015-2016 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.

FSA, common assessments and Discovery Education data in the areas of reading and math were collected and 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.

b. Development of this school improvement plan

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

c. 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 2016-17 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.

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

Last year the school improvement funds totaled 2400.00 We did not utilize all of the budget last school year, but we did use a portion supporting the school wide vision in the area of "I can develop the areas that matter to me".

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Susice, Kim	Instructional Coach
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
Harrison, Emily	Principal
McCormick, Ashley	Assistant Principal
Birmingham, Kasey	Teacher, K-12
Collins, Allison	Teacher, K-12
Richards, David	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 in addition to common planning during the regular work day. Our goal is for teachers to build relationships that best foster the growth of the team.

2. 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

3. 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. A website has been created for new teachers to Patriot Oaks to assist them in finding out critical information in a centralized location. These logs will be shared with Administrators.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

2. 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

Reteaching and Enrichment opportunities will be available to students to help ensure success of grade level content.

Strategy Rationale

Reteaching/Enrichment by classroom teachers before, during and after school according to the needs of each student. 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)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 to inform teachers, and beginning 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 three high school credit courses with an option for high school credit Spanish and Technology. Lastly, students will be provided with opportunities to interact with high school faculty, staff and students through their participation in Band/Chorus or Athletics.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 use effect size data in the areas of reading/math to ensure students achieve at least one year of growth and use the PLC process to collaborate with teams and identify areas of need for each student.
- G2.** Patriot Oaks Academy will implement a Balanced Literacy Approach to ensure rigor in reading and writing in all classrooms.
- G3.** Patriot Oaks Academy uses the PLC process to collaborate and build common formative and summative assessments.

Strategic Goals Detail

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

G1. Teachers will use effect size data in the areas of reading/math to ensure students achieve at least one year of growth and use the PLC process to collaborate with teams and identify areas of need for each student. 1a

G083115

Targets Supported 1b

Indicator	Annual Target
Math Gains	73.0
ELA/Reading Gains	71.0

Targeted Barriers to Achieving the Goal 3

- Common assessments that are more timely than DE
- Teaching new staff the proper way to calculate and track effect size data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Materials such as Being a Reader, Making Meaning and MFAS.
- Teacher Training through Visible Learning on effect size.

Plan to Monitor Progress Toward G1. 8

Weekly PLC notes will be turned into administration
Progress Monitoring Data will be shared with Core Team.

Person Responsible

Dianna Carlson-Bright

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student data will be collected and analyzed.

G2. Patriot Oaks Academy will implement a Balanced Literacy Approach to ensure rigor in reading and writing in all classrooms. 1a

G083116

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	96.0

Targeted Barriers to Achieving the Goal 3

- Teacher commitment to the implementation of the Balanced Literacy Approach

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Modified Lesson Study
- Being a Reader and Making Meaning Kits

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

Kim Susice

Schedule

Annually, from 8/19/2016 to 5/25/2017

Evidence of Completion

Student work samples assessed using rubrics.

G3. Patriot Oaks Academy uses the PLC process to collaborate and build common formative and summative assessments. 1a

 G083117

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0

Targeted Barriers to Achieving the Goal 3

- Valid and rigorous benchmark assessments to monitor standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CAST team

Plan to Monitor Progress Toward G3. 8

Teams will turn in results of the common and formative assessments that were created.

Person Responsible

Dianna Carlson-Bright

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

Assessments

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 use effect size data in the areas of reading/math to ensure students achieve at least one year of growth and use the PLC process to collaborate with teams and identify areas of need for each student.

1

 **G083115**

G1.B1 Common assessments that are more timely than DE **2**

 **B220353**

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

 **S232600**

Strategy Rationale

Teachers will be given time during the instructional day to meet with their teams to create common formative assessments.

Action Step 1 **5**

Through PLC, teachers will collaborate to determine students needs and how they will address those needs/gaps.

Person Responsible

Kim Susice

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Teacher participation with training. Teacher classroom data.

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

Kim Susice

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teachers will collect classroom data as evidence that they are implementing and analyzing 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

Teachers will create common formative assessments

Person Responsible

Ashley McCormick

Schedule

Weekly, from 9/6/2016 to 5/26/2017


Evidence of Completion

Data will be collected to determine instructional implications.

G1.B2 Teaching new staff the proper way to calculate and track effect size data **2**

 B220354

G1.B2.S1 New staff will participate in calculating effect size training. **4**

 S232602

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**

New Teacher Effect Size Training

Person Responsible

Kim Susice

Schedule

On 1/4/2017

Evidence of Completion

Teachers will turn in effect size data to administration.

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

Teachers will be supported through the process of calculating effect size and its instructional implications

Person Responsible

Kim Susice

Schedule

On 5/19/2017

Evidence of Completion

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

Kim Susice

Schedule

Monthly, from 8/17/2016 to 5/19/2017

Evidence of Completion

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


G2. Patriot Oaks Academy will implement a Balanced Literacy Approach to ensure rigor in reading and writing in all classrooms. 1

 G083116

G2.B1 Teacher commitment to the implementation of the Balanced Literacy Approach 2

 B220355

G2.B1.S1 Teachers will participate in modified lesson study 4

 S232603

Strategy Rationale

Teachers will observe students during balanced literacy with a focus of instructional strategies and its impact

Action Step 1 5

Teachers will be trained in Balanced Literacy Modules.

Person Responsible

Kim Susice

Schedule

On 5/27/2017

Evidence of Completion

Administration will conduct walk-throughs to ensure Balanced Literacy components are evident.

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

Administration will focus walk-throughs and observations during balanced literacy blocks.

Person Responsible

Emily Harrison

Schedule

Quarterly, from 8/28/2016 to 5/27/2017

Evidence of Completion

Completed Observations

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

Modified Lesson Study

Person Responsible

Kim Susice

Schedule

On 5/19/2017

Evidence of Completion

Administration Walk-throughs and Observations will focus on changes with instructional strategies.

G3. Patriot Oaks Academy uses the PLC process to collaborate and build common formative and summative assessments. 1

 G083117

G3.B1 Valid and rigorous benchmark assessments to monitor standards. 2

 B220356

G3.B1.S1 CAST team will be invited to help teachers build common formative and summative assessments. 4

 S232604

Strategy Rationale

CAST team are experts in their respective fields.

Action Step 1 5

Teachers will receive common planning time during resource to collaborate and build common formative and summative assessments.

Person Responsible

Ashley McCormick

Schedule

On 6/5/2017

Evidence of Completion

Resource schedule and agendas from PLC's with CAST members

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

Common Planning Time

Person Responsible

Ashley McCormick

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

PLC notes will be turned in to Administration.

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

Common formative and summative assessments data will be gathered.

Person Responsible

Emily Harrison

Schedule

Monthly, from 9/1/2016 to 6/5/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A297639	New Teacher Effect Size Training	Susice, Kim	1/4/2017	Teachers will turn in effect size data to administration.	1/4/2017 one-time
G1.B2.S1.MA1 M301606	Teachers will be supported through the process of calculating effect size data.	Susice, Kim	8/17/2016	Implementation and effectiveness will be monitored by teacher and class data.	5/19/2017 monthly
G1.B2.S1.MA1 M301607	Teachers will be supported through the process of calculating effect size and its instructional...	Susice, Kim	9/1/2016		5/19/2017 one-time
G2.B1.S1.MA1 M301609	Modified Lesson Study	Susice, Kim	9/1/2016	Administration Walk-throughs and Observations will focus on changes with instructional strategies.	5/19/2017 one-time
G2.MA1 M301611	Student work samples and teacher data will be collected and reviewed throughout the year to...	Susice, Kim	8/19/2016	Student work samples assessed using rubrics.	5/25/2017 annually
G1.MA1 M301608	Weekly PLC notes will be turned into administration Progress Monitoring Data will be shared with...	Carlson-Bright, Dianna	8/10/2016	Student data will be collected and analyzed.	5/26/2017 monthly
G1.B1.S1.MA1 M301604	Teachers will create common formative assessments	McCormick, Ashley	9/6/2016	Data will be collected to determine instructional implications.	5/26/2017 weekly
G1.B1.S1.MA1 M301605	In order to monitor and support fidelity of implementation, teachers will submit classroom data to...	Susice, Kim	8/10/2016	Teachers will collect classroom data as evidence that they are implementing and analyzing 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.	5/26/2017 monthly
G1.B1.S1.A1 A297638	Through PLC, teachers will collaborate to determine students needs and how they will address those...	Susice, Kim	9/6/2016	Teacher participation with training. Teacher classroom data.	5/26/2017 monthly
G2.B1.S1.MA1 M301610	Administration will focus walk-throughs and observations during balanced literacy blocks.	Harrison, Emily	8/28/2016	Completed Observations	5/27/2017 quarterly
G2.B1.S1.A1 A297640	Teachers will be trained in Balanced Literacy Modules.	Susice, Kim	8/17/2016	Administration will conduct walk-throughs to ensure Balanced Literacy components are evident.	5/27/2017 one-time
G3.MA1 M301614	Teams will turn in results of the common and formative assessments that were created.	Carlson-Bright, Dianna	9/1/2016	Assessments	6/5/2017 monthly
G3.B1.S1.MA1 M301612	Common formative and summative assessments data will be gathered.	Harrison, Emily	9/1/2016	Once data is analyzed teachers and support staff will determine if the strategies implemented were effective.	6/5/2017 monthly
G3.B1.S1.MA1 M301613	Common Planning Time	McCormick, Ashley	9/1/2016	PLC notes will be turned in to Administration.	6/5/2017 monthly
G3.B1.S1.A1 A297641	Teachers will receive common planning time during resource to collaborate and build common...	McCormick, Ashley	8/10/2016	Resource schedule and agendas from PLC's with CAST members	6/5/2017 one-time

V. Professional Development Opportunities

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

G1. Teachers will use effect size data in the areas of reading/math to ensure students achieve at least one year of growth and use the PLC process to collaborate with teams and identify areas of need for each student.

G1.B1 Common assessments that are more timely than DE

G1.B1.S1 Teacher training

PD Opportunity 1

Through PLC, teachers will collaborate to determine students needs and how they will address those needs/gaps.

Facilitator

Team Leader

Participants

Classroom Teachers

Schedule

Monthly, from 9/6/2016 to 5/26/2017

G1.B2 Teaching new staff the proper way to calculate and track effect size data

G1.B2.S1 New staff will participate in calculating effect size training.

PD Opportunity 1

New Teacher Effect Size Training

Facilitator

Kim Susice

Participants

Patriot Oaks Academy Staff

Schedule

On 1/4/2017

G2. Patriot Oaks Academy will implement a Balanced Literacy Approach to ensure rigor in reading and writing in all classrooms.

G2.B1 Teacher commitment to the implementation of the Balanced Literacy Approach

G2.B1.S1 Teachers will participate in modified lesson study

PD Opportunity 1

Teachers will be trained in Balanced Literacy Modules.

Facilitator

Kim Susice

Participants

K-5 teachers and middle school ELA teachers

Schedule

On 5/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Through PLC, teachers will collaborate to determine students needs and how they will address those needs/gaps.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0471 - Patriot Oaks Academy	General Fund		\$2,400.00
2	G1.B2.S1.A1	New Teacher Effect Size Training				\$0.00
3	G2.B1.S1.A1	Teachers will be trained in Balanced Literacy Modules.				\$0.00
4	G3.B1.S1.A1	Teachers will receive common planning time during resource to collaborate and build common formative and summative assessments.				\$0.00
Total:						\$2,400.00