

St. Johns County School District

Patriot Oaks Academy



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	No	6%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	A	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 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Patriot Oaks Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 teaching and reinforcing GOOD CHARGERS. This is a school wide PBS program to increase academic performance, increase safety, decrease problem behavior and establish a positive school culture. A school wide anti-bullying policy has been implemented through collaboration with the Patriot Oaks guidance department and Teacher Leaders who are developing student leaders.

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

GOOD CHARGERS Plan

Daily: Messages are read from Project Wisdom that teach specifics about character and students are recognized with tickets for displaying strong character.

Weekly: Tickets are collected through the week and pulled, lottery style, on Fridays. 10 elementary, 10 middle school and 5 teacher tickets are pulled and recognized for being a GOOD CHARGER.

Tokens are given to student and staff that they keep for the week. Student pictures are displayed on a large bulletin board in the main hallway. The tokens have privileges attached to them. Names go in the newsletter for further recognition.

Monthly: Each teacher submits 2 names of exemplary students that have displayed the characteristics of being a GOOD CHARGER for the month. Students are recognized in front of their peers and choose a GOOD CHARGER silicon bracelet. Names go in the newsletter for further recognition. Student pictures are displayed on a large bulletin board in the main hallway.

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

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.

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. Students are taught their "job description" at the start of the year (GOOD CHARGERS) and it is reinforced daily on the morning announcements. Banners hang throughout the school for reference.

C Come on time, each day, ready to learn!

H Hole tight to kindness and caring.

A Anchor yourself to honesty and fairness.

R Rally around differences- celebrate them; respect them.

G Greet each day with a positive attitude.

E Engage with your learning to show responsibility.

R Reflect on learning opportunities to build trustworthiness.

S Strive to do your best so you can grow.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	1	12	7	4	5	5	9	9	13	0	0	0	0	65
One or more suspensions	0	0	0	1	0	5	5	17	10	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	6	16	5	23	17	0	0	0	0	67

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	2	2	6	6	0	0	0	0	16

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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, 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 and is visible on our school newsletter that goes out twice a month.

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 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

1. School Leadership Team

a. Membership

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

Name	Title
Olson, Allison	Principal
Sierra, Mildred	School Counselor
Watson, Sandy	School Counselor
Wetjen, Chris	Dean
Stoddard, Jeffrey	Assistant Principal
Susice, Kim	Instructional Coach
McCormick, Ashley	Assistant Principal
Carlson-Bright, Dianna	Assistant Principal
Luettich, Jennifer	Teacher, ESE

b. Duties

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

Principal- Allison Olson- Oversees roles and responsibilities of MTSS team, PD

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 - 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- K. Lehman- Records notes in database during meetings; takes minutes during Core team meetings; distributes minutes; sends follow up emails

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

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 SAI/SAR budgets, we will provide supplemental intervention personnel and resources to target student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Allison Olson	Principal
Debbie Driscoll	Parent
Valerie Spees	Parent
Meredith Connell	Parent
Millie Sierra	Education Support Employee
Megan Doxon	Teacher
Lisa Smith	Parent
Shana Harvey	Parent
Lorie Shvets	Parent
Lynn Adkins	Education Support Employee
Allison Olson	Principal
Ashley McCormick	Teacher
Julie Ogden	Teacher
Tonyota Mack	Teacher
Matthew Duggan	Teacher
Kavita Parikh	Parent
Carolyn King	Parent
Heather West	Parent
Lorrie Curran	Parent
Kathleen Boothe	Parent
Lawrence Johnson	Education Support Employee
Allyson Jordan	Teacher
Courtney Duprey	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
McCormick, Ashley	Assistant Principal
Birmingham, Kasey	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 WOW Wednesdays and 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 and uses the data given 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 the data dashboard to pull data and track students. We also utilize i-Ready as a tool to track students throughout the year and progress monitor both in reading and math. 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. WOW Wednesdays are also used to analyze data to look for team trends and student deficiencies to drive future instruction.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 emotionally for the next grade. During the summer, POA holds a sixth grade transition camp to orient the students to the 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 meet and greet sessions, students received an overview of school procedures and met their teachers. Scheduled Curriculum Nights help parents to understand grade level standards and expectations for their child.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 data to identify the lowest quartile students in the areas of reading and target them with differentiated instruction to ensure students achieve more than one year of growth.
- G2.** Teachers will use data to identify the lowest quartile students in the areas of math and target them with differentiated instruction to ensure students achieve more than one year of growth.
- G3.** Patriot Oaks Academy will implement a PBIS school-wide behavior system to teach character and effective student strategies which will result in fewer out of school suspensions school-wide.

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 data to identify the lowest quartile students in the areas of reading and target them with differentiated instruction to ensure students achieve more than one year of growth. 1a

G096574

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Common assessments that are more timely than i-Ready

Resources Available to Help Reduce or Eliminate the Barriers 2

- Materials such as Being a Reader, Making Meaning and MFAS.
- Teacher Training through WOW Wednesdays and i-Ready PD.

Plan to Monitor Progress Toward G1. 8

PLC notes from WOW Wednesdays will be reviewed by admin
Progress Monitoring Data will be shared with Core Team.

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

Student data will be collected and analyzed.

G2. Teachers will use data to identify the lowest quartile students in the areas of math and target them with differentiated instruction to ensure students achieve more than one year of growth. 1a

G096575

Targets Supported 1b

Indicator	Annual Target
Math Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Common Assessments are more timely than i-Ready data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- WOW Wednesday common planning time

Plan to Monitor Progress Toward G2. 8

PLC notes from WOW Wednesdays will be reviewed by admin

Person Responsible

Kim Susice

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

Progress Monitoring Data will be shared with Core Team. Student data will be collected and analyzed.

G3. Patriot Oaks Academy will implement a PBIS school-wide behavior system to teach character and effective student strategies which will result in fewer out of school suspensions school-wide. **1a**

G096576

Targets Supported **1b**

Indicator	Annual Target
1+ Suspensions Grade 08	0.0

Targeted Barriers to Achieving the Goal **3**

- Teacher implementation

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Funds to purchase incentives for elementary and middle school students (stuffed chargers, golden lanyards)

Plan to Monitor Progress Toward G3. **8**

Core team will review discipline records quarterly to monitor for decreased behavior referrals

Person Responsible

Chris Wetjen

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion


Discipline records

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 data to identify the lowest quartile students in the areas of reading and target them with differentiated instruction to ensure students achieve more than one year of growth. **1**

 G096574

G1.B1 Common assessments that are more timely than i-Ready **2**

 B259797

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

 S275223

Strategy Rationale

Teachers will be given professional development and planning time to meet with their teams to create common formative assessments.

Action Step 1 **5**

Through WOW Wednesdays, teachers will analyze data to determine the lowest quartile students, determine students needs and how they will address those needs/gaps.

Person Responsible

Kim Susice

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

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 and admin.

Person Responsible

Kim Susice

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

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 at least one common formative assessments

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

Data will be collected to determine instructional implications.

G2. Teachers will use data to identify the lowest quartile students in the areas of math and target them with differentiated instruction to ensure students achieve more than one year of growth. 1

G096575

G2.B1 Common Assessments are more timely than i-Ready data 2

B259799

G2.B1.S1 Teachers will be given professional development and common planning time to meet and create common assessments. 4

S275225

Strategy Rationale

Teachers will be able to identify student needs and develop intervention strategies with use of common assessments and PLC work.

Action Step 1 5

Through WOW Wednesdays, teachers will analyze data to determine lowest quartile students, determine needs and how to address them.

Person Responsible

Kim Susice

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

Teacher participation Teacher class data

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

In order to monitor and support fidelity of implementation, teachers will submit data to ILC for progress monitoring and hold data chats with administration.

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

Evidence of Completion

PLC data conversations

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

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 and admin. Teachers will create at least one common formative assessments
Data will be collected to determine instructional implications.

Person Responsible

Kim Susice

Schedule

On 5/24/2018

Evidence of Completion

Teachers will create at least one common formative assessments and submit to admin. Data will be collected to determine instructional implications.

G3. Patriot Oaks Academy will implement a PBIS school-wide behavior system to teach character and effective student strategies which will result in fewer out of school suspensions school-wide. **1**

 G096576

G3.B1 Teacher implementation **2**

 B259801

G3.B1.S1 Strategic discussion with teachers regarding look-fors, recognition plans and parent involvement **4**

 S275226

Strategy Rationale

Teachers will implement a system that is simple and beneficial for students. They need only information and procedures so that they can fully participate.

Action Step 1 **5**

Students can receive daily tickets for GOOD CHARGER behavior. There will be weekly drawings for recognition as well as monthly recognition. Both recognition times have token rewards for students.

Person Responsible

Allison Olson

Schedule

Weekly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Student pictures on the bulletin board and fewer behavior referrals school-wide.

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

Weekly and monthly drawings; quarterly discipline record reviews

Person Responsible

Chris Wetjen

Schedule

Quarterly, from 9/1/2017 to 5/18/2018

Evidence of Completion

discipline records

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

Weekly pulling of tickets

Person Responsible

Allison Olson

Schedule

Monthly, from 9/1/2017 to 5/24/2018

Evidence of Completion

We will spot check tickets to see that all grade levels are submitting tickets for students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.MA1 M397732	Core team will review discipline records quarterly to monitor for decreased behavior referrals	Wetjen, Chris	9/1/2017	Discipline records	5/18/2018 quarterly
G3.B1.S1.MA1 M397731	Weekly and monthly drawings; quarterly discipline record reviews	Wetjen, Chris	9/1/2017	discipline records	5/18/2018 quarterly
G3.B1.S1.A1 A369419	Students can receive daily tickets for GOOD CHARGER behavior. There will be weekly drawings for...	Olson, Allison	8/18/2017	Student pictures on the bulletin board and fewer behavior referrals school-wide.	5/18/2018 weekly
G1.MA1 M397726	PLC notes from WOW Wednesdays will be reviewed by admin Progress Monitoring Data will be shared...	Olson, Allison	9/1/2017	Student data will be collected and analyzed.	5/24/2018 every-6-weeks
G2.MA1 M397729	PLC notes from WOW Wednesdays will be reviewed by admin	Susice, Kim	9/1/2017	Progress Monitoring Data will be shared with Core Team. Student data will be collected and analyzed.	5/24/2018 every-6-weeks
G1.B1.S1.MA1 M397722	Teachers will create at least one common formative assessments	Olson, Allison	9/1/2017	Data will be collected to determine instructional implications.	5/24/2018 every-6-weeks
G1.B1.S1.MA1 M397723	In order to monitor and support fidelity of implementation, teachers will submit classroom data to...	Susice, Kim	9/1/2017	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.	5/24/2018 every-6-weeks
G1.B1.S1.A1 A369416	Through WOW Wednesdays, teachers will analyze data to determine the lowest quartile students,...	Susice, Kim	9/1/2017	Teacher participation with training. Teacher classroom data.	5/24/2018 every-6-weeks
G2.B1.S1.MA1 M397727	In order to monitor and support fidelity of implementation, teachers will submit classroom data to...	Susice, Kim	9/1/2017	Teachers will create at least one common formative assessments and submit to admin. Data will be collected to determine instructional implications.	5/24/2018 one-time
G2.B1.S1.MA1 M397728	In order to monitor and support fidelity of implementation, teachers will submit data to ILC for...	Olson, Allison	9/1/2017	PLC data conversations	5/24/2018 every-6-weeks
G2.B1.S1.A1 A369418	Through WOW Wednesdays, teachers will analyze data to determine lowest quartile students, determine...	Susice, Kim	9/1/2017	Teacher participation Teacher class data	5/24/2018 every-6-weeks
G3.B1.S1.MA1 M397730	Weekly pulling of tickets	Olson, Allison	9/1/2017	We will spot check tickets to see that all grade levels are submitting tickets for students.	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will use data to identify the lowest quartile students in the areas of reading and target them with differentiated instruction to ensure students achieve more than one year of growth.

G1.B1 Common assessments that are more timely than i-Ready

G1.B1.S1 Teacher training

PD Opportunity 1

Through WOW Wednesdays, teachers will analyze data to determine the lowest quartile students, determine students needs and how they will address those needs/gaps.

Facilitator

Team Leader

Participants

Classroom Teachers

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

G2. Teachers will use data to identify the lowest quartile students in the areas of math and target them with differentiated instruction to ensure students achieve more than one year of growth.

G2.B1 Common Assessments are more timely than i-Ready data

G2.B1.S1 Teachers will be given professional development and common planning time to meet and create common assessments.

PD Opportunity 1

Through WOW Wednesdays, teachers will analyze data to determine lowest quartile students, determine needs and how to address them.

Facilitator

Kim Susice

Participants

K-5 teachers and middle school teachers

Schedule

Every 6 Weeks, from 9/1/2017 to 5/24/2018

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 WOW Wednesdays, teachers will analyze data to determine the lowest quartile students, determine students needs and how they will address those needs/gaps.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0471 - Patriot Oaks Academy	General Fund		\$2,400.00
2	G2.B1.S1.A1	Through WOW Wednesdays, teachers will analyze data to determine lowest quartile students, determine needs and how to address them.				\$0.00
3	G3.B1.S1.A1	Students can receive daily tickets for GOOD CHARGER behavior. There will be weekly drawings for recognition as well as monthly recognition. Both recognition times have token rewards for students.				\$0.00
					Total:	\$2,400.00