Palm Valley Academy

2018-19 Schoolwide Improvement Plan

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Palm Valley Academy

700 BOBCAT LN, Ponte Vedra, FL 32081

http://www-pva.stjohns.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	No	0%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

At Palm Valley Academy we will:
Pursue Excellence
Value All
Achieve Success

Provide the school's vision statement.

Building Purposeful Leaders Where Everyone Shines Through Achievement

School Leadership Team

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

Name	Title
Richardson, Jessica	Principal
Chiodo, Drew	Assistant Principal
Strom, Zach	Assistant Principal
Hamelin, Jessica	Instructional Coach

Duties

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

Principal- Jessica Richardson: supports MTSS core team and garners information for future opportunities, performs classroom observations, participates in parent conferences, refers students and parents to appropriate resources, reviews school-wide progress monitoring data. The principal ensures that all staff comply with the district-wide and school site standards. Active member of our MTSS team to support mental health and social/emotional needs of students.

Assistant Principals- Drew Chiodo and Zach Strom: facilitate/attend MTSS core meetings, gather and disaggregate student data, participate in gap analysis, review RTI plans, perform classroom observations, attend parent conferences, oversee and facilitate ESE meetings. Active member of our MTSS team to support mental health and social/emotional needs of students.

Guidance Counselors- Taneen Delaney, Dorrie Lambordi, Karin Ngai-Crim: support MTSS core meetings, develop Tier I and II academic and behavioral plans, gather data on student academics and behavior, conduct classroom observations, participate in gap analysis, file RtI paperwork, update RtI database, review school-wide progress monitoring, conduct guidance lessons on determined needs and update staff on progress monitoring RtI progress and interventions. Active member of our MTSS team to support mental health and social/emotional needs of students.

Instructional Literacy Coach - Jessica Hamelin: facilitates MTSS core meetings, determine appropriate instructional strategies and interventions, help in the development of Tier II and III academic and behavioral plans, gather attendance and behavioral data, participate in gap analysis,

refer students and parents to appropriate resources, participate in parent conferences, perform classroom observations, develop progress monitoring probes, review school-wide progress monitoring data, provide staff training on progress monitoring and interventions. Active member of our MTSS team to support mental health and social/emotional needs of students.

School Psychologist - Brandy Killian - supports MTSS core meetings, facilitate gap analysis, file RtI paperwork, update RtI data base, participate in parent conferences, conduct student assessments as needed, finalize RtI packet and give to LEA. Active member of our MTSS team to support mental health and social/emotional needs of students.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 9/3/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Year 2016-17 - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our lowest data component currently is the ELA learning gains of our bottom quartile students. This data point was at 56% for the 2017-2018 school year.

Which data component showed the greatest decline from prior year?

At this time we do not have data from previous school years to compare.

Which data component had the biggest gap when compared to the state average?

Our biggest data component gap compared to the state average is in the ELA learning gains of our bottom quartile students. There is a 10% gap between the district average and the average for Palm Valley Academy. We are above the state average in this area.
PVA ELA learning gains lowest 25%= 56% District average=62%, State average= 52%

Which data component showed the most improvement? Is this a trend?

N/A for the inaugural year at Palm Valley Academy.

Describe the actions or changes that led to the improvement in this area.

N/A for the inaugural year at Palm Valley Academy.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	72%	60%	0%	77%	55%
ELA Learning Gains	0%	62%	57%	0%	63%	54%
ELA Lowest 25th Percentile	0%	62%	52%	0%	55%	49%
Math Achievement	0%	76%	61%	0%	79%	56%
Math Learning Gains	0%	65%	58%	0%	65%	54%
Math Lowest 25th Percentile	0%	68%	52%	0%	70%	48%
Science Achievement	0%	73%	57%	0%	81%	52%
Social Studies Achievement	0%	85%	77%	0%	92%	72%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts Learning Gains Lowest 25%
Rationale	Our most struggling students often require the most intensive interventions and it is the job of the school to ensure that all students are showing a year's worth of growth in all academic areas. Currently only 56% of the lowest quartile students showed a learning gain in English language arts. We would like to see this percentage increased while we continue to intentionally focus our attention on this specific sub group of students.
Intended Outcome	Palm Valley Academy will raise the percentage of students in the lowest 25% making learning gains by 4%, from 56% to 60%.
Point Person	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)
Action Step	
Description	MTSS Core meetings will be utilized weekly to review school wide data and early warning systems. Tiered supports will be created for any student who is showing a significant gap from their peers and from grade level expectations. Weekly grade level PLC collaboration time will also allow grade level teachers to identify students for interventions and enrichment based on current data and current standards. Once students are identified by standard and level of need, teachers will meet with student sub groups to implement specially designed instruction to close learning gaps for students, while enriching within the standards for those students who are ready for this next step. Out of the 111 students in our bottom quartile for English Language Arts, 67 of these students are in our bottom quartile for both English Language Arts and Mathematics. Our MTSS core team will learn these students by name and grade and we will provide additional supports and interventions to monitor the progress and growth of these 67 students.
Person Responsible	Drew Chiodo (drew.chiodo@stjohns.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Student data will be reviewed weekly through the MTSS process at the administrative level and through the PLC collaboration time at the grade level teacher level. We will utilize best practices for instruction to differentiate at the individual student level as well as incorporating resources from the current curriculum maps, iReady Teacher Toolkit, and USA Test Prep.
Person Responsible	Jessica Hamelin (jessica.hamelin@stjohns.k12.fl.us)

Activity #2	
Title	Math Learning Gains Lowest 25%
Rationale	Our most struggling students often require the most intensive interventions and it is the job of the school to ensure that all students are showing a year's worth of growth in all academic areas. Currently 72% of the lowest quartile students showed a learning gain in Math. We would like to see this percentage increased while we continue to intentionally focus our attention on this specific sub group of students.
Intended Outcome	Palm Valley Academy will raise the percentage of students in the lowest 25% making learning gains by 3%, from 72% to 75%.
Point Person	[no one identified]

Action Step	
Description	MTSS Core meetings will be utilized weekly to review school wide data and early warning systems. Tiered supports will be created for any student who is showing a significant gap from their peers and from grade level expectations. Weekly grade level PLC collaboration time will also allow grade level teachers to identify students for interventions and enrichment based on current data and current standards. Once students are identified by standard and level of need, teachers will meet with student sub groups to implement specially designed instruction to close learning gaps for students, while enriching within the standards for those students who are ready for this next step. Out of the 110 students in our bottom quartile for English Language Arts, 67 of these students are in our bottom quartile for both English Language Arts and Mathematics. Our MTSS core team will learn these students by name and grade and we will provide additional supports and interventions to monitor the progress and growth of these 67 students.
Person Responsible	Drew Chiodo (drew.chiodo@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Student data will be reviewed weekly through the MTSS process at the administrative level and through the PLC collaboration time at the grade level teacher level. We will utilize best practices for instruction to differentiate at the individual student level as well as incorporating resources from the current curriculum maps, iReady Teacher Toolkit, and USA Test Prep.
Person Responsible	Jessica Hamelin (jessica.hamelin@stjohns.k12.fl.us)

Activity #3	
Title	Character Counts
Rationale	As a brand new school it is crucial to create a firm foundation of character education that will establish the expectations and essential non-negotiables for our social/emotional curriculum.
Intended Outcome	Through the strategic planning process, all stakeholders at Palm Valley Academy will have a voice and an integral part to play in the implementation of our Character Culture. Stakeholders will include; staff, students, parents, community members, business partners.
Point Person	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)

Action Step	
Description	A mission/vision workshop was held in June where all stakeholders where invited to take part in creating the mission statement and vision statement of Palm Valley Academy. A two day professional development workshop was attended by 50% of the Palm Valley Academy staff so that they could be trained in Capturing Kids Hearts. This program, along with the St. Johns County Character Counts initiative, will create the foundation of social/emotional curriculum at Palm Valley Academy. The goal is to train the entire school staff in Capturing Kids Hearts over the next two years. All staff at Palm Valley Academy will be trained in PBIS policies and procedures, including our discipline matrix. Palm Valley Academy will implement Live School, a web based resource, to implement and monitor our Positive Behavior Support Structures.
Person Responsible	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Our administrative team, to include our Dean of Students, will monitor the effectiveness of the above action steps. Our Dean of Students and Guidance Counselors will be the main points of contact for continued training and implementation of Capturing Kids Hearts, Character Counts, and Live School.
Person Responsible	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)