Palm Valley Academy

2020-21 Schoolwide Improvement Plan

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Palm Valley Academy

700 BOBCAT LN, Ponte Vedra, FL 32081

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

Demographics

Principal: Zach Strom

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	7%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 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	21%

School Grades History

Year	2019-20	2018-19
Grade	A	A

School Board Approval

This plan was approved by the St. Johns County School Board on 2/16/2021.

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.

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Richardson, Jessica	Principal	Oversees: Instructional & Operational Leadership School Budget Parent & Community Communication Faculty & Support Staffing School Improvement Plan Professional Development Grade Level Support (PLCs, Discipline, Parent Concerns, Curriculum & Instruction): Overall support for grade levels and PLC process Point of Contact for Nurses Teams: MTSS Core Team, PBIS Core Team, Safety Team, Threat Assessment Team, Leadership Team, Crisis Response Team Additional Responsibilities: Teacher evaluation, support staff evaluation, oversight of school management, staff and parent newsletters, data disaggregation, morning/lunch/afternoon duty, middle school class change support
Chiodo, Drew	Assistant Principal	Oversees: Middle School Master Scheduling ESE Master Scheduling & Compliance School Improvement Plan Duty & Non-Instruct Schedules Para Schedules/Supports Teacher Mentor Program Grade Level Point of Contact (LEA, PLCs, Discipline, Parent Concerns, Curriculum & Instruction): 5th grade, 6th-7th LEA, Middle School Math Team, Middle School Electives, ESE Team Teams: MTSS Core Team, Leadership Team, Crisis Response Team, Ukeru Team Additional Responsibilities: Teacher evaluation, ESE compliance, data disaggregation, OneNote maintenance & support, middle school acceleration, morning/lunch/afternoon duty, middle school class change support
Strom, Zach	Assistant Principal	Oversees: Elementary School Master Scheduling Operational Procedures Emergency Operations Plan Safety Drill Procedures & monitoring Transitions, drop-off & pick-up procedures Recess/Resource Logistics

Name	Title	Job Duties and Responsibilities
		Lunch Procedures Grade Level Point of Contact (LEA, PLCs, Discipline, Parent Concerns, Curriculum & Instruction): 3rd & 4th grade, Elementary Resource Team: MTSS Core Team, Safety Team, Leadership Team , Crisis Response Team Additional Responsibilities: Teacher evaluation, data disaggregation, morning/lunch/afternoon duty, middle school class change support, safety of facility and operation
Stewart, Caitlyn	Assistant Principal	Oversees: Textbooks, curriculum & resources Student Lockers Threat Assessment Team EEE Compliance & Scheduling Professional Development Gifted EPs Grade Level Point of Contact (LEA, PLCs, Discipline, Parent Concerns, Curriculum & Instruction): 2nd Grade, 8th Grade LEA, Middle School ELA Team, Middle School CTE Team,ILCs Teams: MTSS Core Team, Threat Assessment Team, Leadership Team, Crisis Response Team Additional Responsibilities: Teacher evaluation, data disaggregation, morning/lunch/afternoon duty, middle school class change support
Slocum , D'Niessa	Assistant Principal	Oversees: MTSS Testing oversight Student Laptop Usage Extended Day Grade Level Point of Contact (LEA, PLCs, Discipline, Parent Concerns, Curriculum & Instruction): Kindergarten, Middle School Science Team, School Counselors Teams: MTSS Core Team, Leadership Team, Crisis Response Team Additional Responsibilities: Teacher evaluation, data disaggregation, morning/lunch/afternoon duty, middle school class change support

Name	Title	Job Duties and Responsibilities
Newbold, Anje	Instructional Coach	Roles/Responsibilities: Oversees tier 2 & tier 3 intervention plans (2, 3, 4, 6, 8) Professional Development Master PD Calendar Teacher Inservice points Instructional Support: Co-Teaching Support Curriculum Support Coaching PLC Support Spelling Bee, Tropicana Speech Additional Responsibilities: Transition Duty Lunch Duty Morning and Afternoon Duty Teams: MTSS Core Team, Leadership Team
Green, Brian	Assistant Principal	Oversees: 504 Plans PBIS Core Team Safety Drill Facilitation and Scheduling Safety Team Scheduling Grade Level Support (PLCs, Discipline, Parent Concerns, Curriculum & Instruction): 1st Grade, Middle School Social Studies Team, Deans T eams: MTSS Core Team, Leadership Team, Crisis Response Team, Ukeru Team Additional Responsibilities: Teacher evaluation, data disaggregation, morning/lunch/afternoon duty, middle school class change support
Ruiz, Kelley	Instructional Coach	Roles/Responsibilities: New Teacher Cadre Oversees tier 2 & tier 3 intervention plans (K, 1, 5, 7) Oversight of Mentor/Mentee Program Mentor/Teacher Observation (non-evaluative) Instructional Support: Co-Teaching Curriculum Support Coaching PLC Support

Name	Title	Job Duties and Responsibilities
		Spelling Bee, Tropicana Speech Additional Responsibilities: Transition Duty Lunch Duty Morning and Afternoon Duty Teams: MTSS Core Team, Leadership Team

Demographic Information

Principal start date

Wednesday 8/1/2018, Zach Strom

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

164

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students

	Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Date this data was collected or last updated

Monday 8/17/2020

Prior Year - As Reported

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	
Number of students enrolled	192	184	196	186	179	195	186	0	0	0	0	0	0	1318
Attendance below 90 percent	12	4	6	3	5	8	7	0	0	0	0	0	0	45
One or more suspensions	2	0	1	3	2	4	8	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	6	10	7	0	0	0	0	0	0	23

The number of students with two or more early warning indicators:

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

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	1	5	3	2	0	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	1	1	0	0	0	0	0	0	3

Prior Year - Updated

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	
Number of students enrolled	192	184	196	186	179	195	186	0	0	0	0	0	0	1318
Attendance below 90 percent	12	4	6	3	5	8	7	0	0	0	0	0	0	45
One or more suspensions	2	0	1	3	2	4	8	0	0	0	0	0	0	20
Course failure in ELA or Math	0	0	0	0	1	1	1	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	6	10	7	0	0	0	0	0	0	23

The number of students with two or more early warning indicators:

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

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	1	5	3	2	0	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	1	1	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	84%	84%	61%	0%	84%	57%
ELA Learning Gains	65%	67%	59%	0%	68%	57%
ELA Lowest 25th Percentile	60%	61%	54%	0%	70%	51%
Math Achievement	89%	88%	62%	0%	88%	58%
Math Learning Gains	72%	71%	59%	0%	73%	56%
Math Lowest 25th Percentile	61%	66%	52%	0%	70%	50%
Science Achievement	75%	77%	56%	0%	79%	53%
Social Studies Achievement	0%	95%	78%	0%	95%	75%

	EWS Indicators as Input Earlier in the Survey									
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(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	2019	87%	78%	9%	58%	29%
	2018					
Cohort Comparison						
04	2019	80%	77%	3%	58%	22%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018					
Cohort Comparison		80%				
05	2019	83%	76%	7%	56%	27%
	2018					
Cohort Comparison		83%				
06	2019	84%	74%	10%	54%	30%
	2018					
Cohort Comparison		84%				
07	2019	0%	72%	-72%	52%	-52%
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	93%	82%	11%	62%	31%
	2018					
Cohort Comparison						
04	2019	87%	82%	5%	64%	23%
	2018					
Cohort Comparison		87%				
05	2019	80%	80%	0%	60%	20%
	2018					
Cohort Comparison		80%				
06	2019	91%	74%	17%	55%	36%
	2018					
Cohort Comparison		91%				
07	2019	0%	80%	-80%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	73%	73%	0%	53%	20%
	2018					
Cohort Comparison						
08	2019					
	2018					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	0%	79%	-79%	61%	-61%	
2018						
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	57	54	53	60	47	40	50				
ASN	92	88		100	90						
HSP	86	75		90	75		88				
MUL	87	77		97	86						
WHT	83	61	57	88	68	58	72				
FRL	57	59		75	61	50					

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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	93

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	87
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance in a data component for Palm Valley Academy was in the Math Learning Gains of our lowest 25% of our students with disabilities, SWD. Only 40% of our SWD in our bottom quartile made a learning gain in the 2018-2019 school year. Contributing factors include students that are two or more years below grade level and needing to close the achievement gap for these learners, while also maintaining grade level expectations.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Palm Valley Academy only has one year of data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the state average in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

2018-2019- For our first year as a school with a large student population new to Florida, we are proud of our achievements in 3rd grade math and 6th grade ELA and Math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our focus for this year will be on the 12 students who have been retained once and the 3 students who have been retained more than once. We will also intentionally focus on the 5 students with 2 or more early warning factors.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lowest 25%, SWD
2. Math Lowest 25%, SWD
3. 5th Grade Science Achievement
4. EWS- 2 or more factors
5. Retainees- 1 year or more

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and 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 53% 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.
Measurable Outcome:	Palm Valley Academy will raise the percentage of students in the lowest 25% making learning gains by 4%, from 53% to 57%.
Person responsible for monitoring outcome:	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)
Evidence-based Strategy:	Research based practices and processes, MTSS, PLC process, Staff Deliberate Practice Plans
Rationale for Evidence-based Strategy:	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

Action Steps to Implement

1. MTSS identification review of plans- fidelity checks
2. IEP review of current services and progress monitoring
3. Staff development surrounding EEE Deliberate Practice Plans
4. High Yield Instructional Strategies Observations and Feedback Practices, including Professional Development
5. Support for New Teachers

Person Responsible Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gains Lowest 25% (SWD) 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 40% 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.
Measurable Outcome:	Palm Valley Academy will raise the percentage of students in the lowest 25% making learning gains by 10%, from 40% to 50%.
Person responsible for monitoring outcome:	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)
Evidence-based Strategy:	MTSS, PLC, EEE Model
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

1. MTSS identification review of plans- fidelity checks
2. IEP review of current services and progress monitoring
3. Staff development surrounding EEE Deliberate Practice Plans
4. High Yield Instructional Strategies Observations and Feedback Practices, including Professional Development
5. Support for New Teachers

Person Responsible	Jessica Richardson (jessica.richardson@stjohns.k12.fl.us)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	At Palm Valley Academy we believe that you first must capture a child's heart before you can capture their minds. A mission/vision workshop was held in June of 2018 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 is attended by new employees of the Palm Valley Academy staff so that they can be trained in Capturing Kids Hearts. We have been able to offer this professional development consistently for three years. 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 few years.
Measurable Outcome:	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 for monitoring outcome:	Brian Green (brian.green@stjohns.k12.fl.us)
Evidence-based Strategy:	PBIS
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

1. Capturing Kids Heart Training
2. PBIS Core Team
3. Live School
4. Progress Monitoring of action steps 1-3
5. Data Collection on Discipline

Person Responsible	Brian Green (brian.green@stjohns.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Palm Valley Academy empowers all stakeholders (children, teachers, staff, and community) by intentionally, and consistently building relationships within the community. Upon opening during it's doors in 2018-2019, PVA has worked with the Parent Teacher Organization (PTO), School Advisory Council (SAC) and the school based guiding coalition to ensure that everyone is valued, daily. To be intentional with these efforts, PVA has facilitated consistent professional development in Capturing Kids Hearts (CKH) and Positive Behavior Intervention & Supports (PBIS). These two philosophies, combined with the working model of the Professional Learning Community (PLC), create a school culture of collaboration to capture the minds of students and intentionally reinforces positive behavior.

Palm Valley Academy's Mission states: "We will Purse Excellence. We will Value All, We will Achieve Success. We are PVA!" This mission emphasizes collaboration, high achievement, and intrinsic value for all. This mission, collaboratively built by faculty, staff, and community members is the focal point for all things PVA and the school improvement strategies implemented in this plan stem from this mission.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.