

Patriot Oaks Academy



2014-15 School Improvement Plan

Patriot Oaks Academy

475 LONGLEAF PINE PKWY, Saint Johns, FL 32259

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

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Patriot Oaks Academy provides opportunities for students to be successful. We foster the development of the student's personal nature of learning and celebrate their individual academic growth.

Priorities - I can develop areas that matter to me.

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

Achievement – I celebrate my success.

Culture - I believe I can accomplish my goals.

Provide the school's vision statement

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

Guiding Principles

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

Opportunities – Progressive vision, Removing barriers, goal monitoring

Achievement - celebrating success

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

School Environment

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

Patriot Oaks Academy is committed to developing each child holistically. Fostering well developed relationship between teachers and students is a key component. We will be implementing student surveys to collect valuable insight about our students cultures, interests, and level of engagement to build a strong relationship among students and staff.

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

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

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

Character Counts Plan

Morning Announcement-A character pillar reminder and tip are read on the morning announcements weekly. These remind the students of how they can practice the monthly pillar.

Classroom Lessons-The School Counselors provide monthly lessons on the current character trait through a variety of activities (Story books, writing activities, role-playing, hand-on activities).

Teacher resources-A variety of activities and resources are provided to teachers and staff monthly.

The resources give the Teachers activities and ideas that can be implemented on a daily basis

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

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

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

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

Adopt a Pillar program- Grade levels will “adopt” a pillar. Grade levels will be responsible for “teaching” the pillar to the school in a creative manner.

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

Character Wall- The wall will display students that excel at displaying the monthly character pillar. Students will be chosen by their classmates on a monthly basis.

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

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

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Patriot Oaks Academy ensures the social-emotional needs of every student is being met providing them with access to guidance counselors, a school psychologist and administration. Guidance counselors visit classroom to teach valuable character lessons.

Teachers advocate for their students by referring students to guidance for academic and emotional needs. These students will be discussed at MTSS and monitored based on need. Our building Dean mentors students daily on making good choices to be successful. The Dean holds three Parent Awareness meetings throughout the school year to build community awareness on topics that affect students.

Early Warning Systems

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

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

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

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

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

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

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

Indicator	Grade Level		Total
	5	7	
Students exhibiting two or more indicators	2	2	4

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

The School Advisory Council which is made up of administrators, teachers, parents and community members work together to develop the school's mission and vision. The mission and vision is then shared with all stakeholders.

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, The Fun Run, Book Fairs, Red Ribbon Week and other student and family centered activities.

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

Patriot Oaks Academy has business partners in the community that support the school and PTO. Our business partners offer financial support including donating items and services to the school. Funds raised directly support academics, character development, technology and beautification projects.

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

Principal- Emily Harrison- Oversees roles and responsibilities of MTSS team
 Assistant Principal- Patrick McGee- Ensures fidelity of meetings and procedures
 Instructional Literacy Coach- Kristine DeMartino- Creates and distributes agendas; facilitates meetings; provides data; gathers progress monitoring data; and distributes resources
 Guidance Counselors- Mildred Siera and Sandy Watson - provide grades and attendance

information; gather teachers feedback; monitors parent contact and logs
School Psychologist- Stephanie Cardonna- Records notes in database during meetings; takes minutes during Core team meetings; distributes minutes; sends follow up emails
Speech/Language Pathologist- Jennifer Luetich- provides information pertaining to students being serviced

School Leadership Members:

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

St. Johns County Schools use a RTI/MTSS database. Students that 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 these students.

In our initial MTSS meeting we established referral criteria and trained the teacher 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 would submit 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 student 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.

Patriot Oaks Academy will offer reading remediation through an Intensive Reading class for students in grades 6 and 7 who received a Level 1 or 2 on the FCAT Reading Assessment. In order to target specific areas of weakness, data will be collected to guide instruction. These students will be progress monitored throughout the year with the goal of achieving adequate growth.

Patriot Oaks Academy will offer remediation math services through Intensive Math Class for students in grades 6 and 7 who received a level 1 or 2 on the FCAT Math assessment. Data will be collected and utilized to focus and target instruction for individual students. Throughout the school year students will be progress monitored to ensure growth is being made.

We utilize State funds from the Supplemental Academic Instruction Budget and the Supplemental At Risk Budget to augment teacher training which targets our lower quartile students and provides additional support at risk students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Emily Harrison	Principal
Kristine DeMartino	Education Support Employee
Kristy Brown	Teacher
Amanda Allen	Teacher
Meredith Williams	Teacher
Cynthia Lafabvre	Teacher
Jessica Griner	Education Support Employee
Annette Restrepo	Parent
Debbie Driscoll	Parent
Heather West	Parent
Valerie Spees	Parent
Jay Frisco	Parent
Meredith Connell	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Patriot Oaks Academy was established the 2014-2015, there is no School Improvement Plan to evaluate from the 2013-2014 school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Patriot Oaks Academy is unable to analyze funds from last year because it was established the 2014-2015 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

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

Duties

Describe how the LLT promotes literacy within the school

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

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.

The LLT helps to implement reading assessments and progress monitor student growth.

Public and Collaborative Teaching

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

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

Patriot Oaks Academy is dedicated to encouraging a positive working relationship between teachers, including collaborative planning and instruction by providing them time to work together on early release Wednesdays. Teachers also have common planning during the week during their resource schedule in Elementary grades and each core academic has common planning in the middle grades.

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

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

The Patriot Oaks Academy retains highly qualified professionals by:

- implementing Professional Learning Communities.

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

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

Patriot Oaks Academy strives to provide new teachers with the best opportunities to be successful. New teachers will attend a district orientation and continual 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 should be kept of all meetings/observations. These logs should be shared with Administrators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly 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 Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus 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 each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

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

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

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

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

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 Transition and Readiness

PreK-12 Transition

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

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

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

Patriot Oaks Academy supports incoming Kindergarten cohorts by; providing parents of students with an information night, conducting kindergarten screening to be place students and inform teachers, and begin the year with a staggered start to help familiarize students with the school and routines.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing.
- G2.** Patriot Oaks Academy will increase proficiency in the area of math.
- G3.** Patriot Oaks Academy will increase the number of students meeting proficiency in Reading.

Strategic Goals Detail

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

G1. Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing. 1a

G043199

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	90.0

Resources Available to Support the Goal 2

- Florida State Assessment Website, state curriculum rubrics,

Targeted Barriers to Achieving the Goal 3

- Students will be asked to complete writing tasks that include text-based writing which requires reading multiple pieces of texts and responding using evidence.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student writing samples with scored rubrics.

G2. Patriot Oaks Academy will increase proficiency in the area of math. 1a

G043198

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	95.0

Resources Available to Support the Goal 2

- District curriculum maps to guide teachers instruction on standards that must be taught. Use of Discovery Education assessments to progress monitor. Go Math Intervention teacher activity guide to plan interventions.

Targeted Barriers to Achieving the Goal 3

- Familiarity with math series and supplementing the new series with additional resources that ensure all standards are met.

Plan to Monitor Progress Toward G2. 8

Throughout the year teachers will collect data that indicated effectiveness of lessons.

Person Responsible

Emily Harrison

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

To ensure progress is being made with the use of new resources and curriculum maps, teachers will analyze student data.

G3. Patriot Oaks Academy will increase the number of students meeting proficiency in Reading. 1a

G043197

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	95.0

Resources Available to Support the Goal 2

- Fountas and Pinnell reading benchmark system to progress monitor student fluency and comprehension
Discovery Education to track student progress
Literacy leadership team to facilitate goals for reading instruction
Professional Development geared toward reading instruction

Targeted Barriers to Achieving the Goal 3

- Reading strategies and lesson framework throughout grades is not consistent

Plan to Monitor Progress Toward G3. 8

Data will be collected throughout the year to monitor student progression toward the goal of proficiency. This data will include Discovery Education results, running records, quarterly exams and teacher created assessments.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

The Instructional Literacy Coach along with the MTSS team will collect data to ensure student progression in the area of reading. This evidence includes class collection scores, Discovery Education data and reading inventory data.

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. Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing. **1**

 G043199

G1.B1 Students will be asked to complete writing tasks that include text-based writing which requires reading multiple pieces of texts and responding using evidence. **2**

 B109179

G1.B1.S1 Develop opportunities for students to practice this skill. **4**

 S120694

Strategy Rationale

Students will become familiar with expectations for the writing standards.

Action Step 1 **5**

Student proficiency will increase in the area of writing. Teachers will receive professional development on the expectations for student writing.

Person Responsible

Kristine DeMartino

Schedule

On 6/5/2015

Evidence of Completion

Teachers will submit quarterly progress monitoring scores.

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

Progress Monitoring through performance tasks.

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Kristine DeMartino

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

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

G2. Patriot Oaks Academy will increase proficiency in the area of math. 1

G043198

G2.B1 Familiarity with math series and supplementing the new series with additional resources that ensure all standards are met. 2

B109204

G2.B1.S1 Text book used as resource to develop curriculum maps. Teachers will implement to Intervention resource that aligns with standards to support students. 4

S120723

Strategy Rationale

Teachers will implement resources that are developed for the state curriculum they will then use supplemental resources to support struggling students. This will result in higher proficiency in the area of math.

Action Step 1 5

Patriot Oaks teachers will work with their PLC's to implement curriculum maps and develop resources. Teachers will create formative assessments and common assessments. Through tracking data teachers will determine effectiveness of content being taught.

Person Responsible

Emily Harrison

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Creation of maps and implementation of the materials.

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

Teacher Lesson Plans, learning goals, PLC meeting minutes

Person Responsible

Emily Harrison

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Collection of lesson plans, Empowering Excellence in Educators Evaluation System , observational data, resources created

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

Observational data, progress monitoring, Quarterly exams

Person Responsible

Emily Harrison


Schedule

Quarterly, from 9/1/2014 to 6/5/2015


Evidence of Completion

Discussions centered around data with administration, Observational reports, progress monitoring scores


G3. Patriot Oaks Academy will increase the number of students meeting proficiency in Reading. 1

 G043197

G3.B1 Reading strategies and lesson framework throughout grades is not consistent 2

 B109395

G3.B1.S1 Provide professional development to teachers regarding the framework for a reading skills lessons. 4

 S120909

Strategy Rationale

Teachers will explicitly instruct their students on reading strategies and skills. They students will apply strategies to read and comprehend content area text.

Action Step 1 5

Teachers will work with their PLC's to identify highly effective reading strategies and create lessons to teach the strategies.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lessons plans and evidence from lesson will be reviewed. Classroom visits during reading instruction to ensure quality instruction of reading strategies.

Action Step 2 5

Teachers will be trained on intergrating visible learning/ high probablility strategies across curriculum.

Person Responsible

Emily Harrison

Schedule

Quarterly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Teacher/ student observation

Action Step 3 5

Teachers will use student survey data to improve instruction.

Person Responsible

Emily Harrison

Schedule

Monthly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Data collected from student.

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

In order to monitor fidelity of implementation teacher lesson plans will be viewed, the Instructional Literacy Coach will sit in on PLC's to ensure development of skills lessons. Visits into the classroom will be made during reading instruction or through content area instruction.

Person Responsible

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

In order to monitor implementation of reading strategies evidence of student work and anecdotal notes from observations.

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

Discovery Education data, quarterly assessments, Reading assessment data, running records and comprehension checks will all be used to monitor effectiveness of strategy lessons.

Person Responsible

Kristine DeMartino

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Running records, lesson plans with observational student notes, and progress monitoring data will be used to monitor effectiveness.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Student proficiency will increase in the area of writing. Teachers will receive professional development on the expectations for student writing.	DeMartino, Kristine	9/1/2014	Teachers will submit quarterly progress monitoring scores.	6/5/2015 one-time
G2.B1.S1.A1	Patriot Oaks teachers will work with their PLC's to implement curriculum maps and develop resources. Teachers will create formative assessments and common assessments. Through tracking data teachers will determine effectiveness of content being taught.	Harrison, Emily	9/1/2014	Creation of maps and implementation of the materials.	6/5/2015 monthly
G3.B1.S1.A1	Teachers will work with their PLC's to identify highly effective reading strategies and create lessons to teach the strategies.	DeMartino, Kristine	9/1/2014	Lessons plans and evidence from lesson will be reviewed. Classroom visits during reading instruction to ensure quality instruction of reading strategies.	6/5/2015 monthly
G3.B1.S1.A2	Teachers will be trained on intergrating visible learning/ high probablility strategies across curriculum.	Harrison, Emily	9/12/2014	Teacher/ student observation	6/5/2015 quarterly
G3.B1.S1.A3	Teachers will use student survey data to improve instruction.	Harrison, Emily	9/12/2014	Data collected from student.	6/5/2015 monthly
G1.MA1	Teachers will assess students using rubrics. Spread sheets of students scores as well as work samples will be shared with the Instructional Literacy Coach.	DeMartino, Kristine	9/1/2014	Student writing samples with scored rubrics.	6/5/2015 quarterly
G1.B1.S1.MA1	Progress monitoring will be collected quarterly. Teachers and ILC will look at data to determine if lessons are focusing on skills that must be taught for students to be successful.	DeMartino, Kristine	9/1/2014	Once data is analyzed teachers and support staff will determine if the strategies implemented were effective.	6/5/2015 quarterly
G1.B1.S1.MA1	Progress Monitoring through performance tasks.	DeMartino, Kristine	9/1/2014	Professional learning team will collect data and analyze the findings. The results will be given ILC to review.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Throughout the year teachers will collect data that indicated effectiveness of lessons.	Harrison, Emily	9/1/2014	To ensure progress is being made with the use of new resources and curriculum maps, teachers will analyze student data.	6/5/2015 quarterly
G2.B1.S1.MA1	Observational data, progress monitoring, Quarterly exams	Harrison, Emily	9/1/2014	Discussions centered around data with administration, Observational reports, progress monitoring scores	6/5/2015 quarterly
G2.B1.S1.MA1	Teacher Lesson Plans, learning goals, PLC meeting minutes	Harrison, Emily	9/1/2014	Collection of lesson plans, Empowering Excellence in Educators Evaluation System , observational data, resources created	6/5/2015 weekly
G3.MA1	Data will be collected throughout the year to monitor student progression toward the goal of proficiency. This data will include Discovery Education results, running records, quarterly exams and teacher created assessments.	DeMartino, Kristine	8/11/2014	The Instructional Literacy Coach along with the MTSS team will collect data to ensure student progression in the area of reading. This evidence includes class collection scores, Discovery Education data and reading inventory data.	6/5/2015 monthly
G3.B1.S1.MA1	Discovery Education data, quarterly assessments, Reading assessment data, running records and comprehension checks will all be used to monitor effectiveness of strategy lessons.	DeMartino, Kristine	8/11/2014	Running records, lesson plans with observational student notes, and progress monitoring data will be used to monitor effectiveness.	6/5/2015 monthly
G3.B1.S1.MA1	In order to monitor fidelity of implementation teacher lesson plans will be viewed, the Instructional Literacy Coach will sit in on PLC's to ensure development of skills lessons. Visits into the classroom will be made during reading instruction or through content area instruction.		8/11/2014	In order to monitor implementation of reading strategies evidence of student work and anecdotal notes from observations.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing.

G1.B1 Students will be asked to complete writing tasks that include text-based writing which requires reading multiple pieces of texts and responding using evidence.

G1.B1.S1 Develop opportunities for students to practice this skill.

PD Opportunity 1

Student proficiency will increase in the area of writing. Teachers will receive professional development on the expectations for student writing.

Facilitator

Kristine Robinson

Participants

Teaching staff

Schedule

On 6/5/2015

G3. Patriot Oaks Academy will increase the number of students meeting proficiency in Reading.

G3.B1 Reading strategies and lesson framework throughout grades is not consistent

G3.B1.S1 Provide professional development to teachers regarding the framework for a reading skills lessons.

PD Opportunity 1

Teachers will work with their PLC's to identify highly effective reading strategies and create lessons to teach the strategies.

Facilitator

Kristine DeMartino ILC

Participants

Teaching Staff

Schedule

Monthly, from 9/1/2014 to 6/5/2015

PD Opportunity 2

Teachers will be trained on intergrating visible learning/ high probablility strategies across curriculum.

Facilitator

Dr. Julie Smith

Participants

Patriot Oaks Academy Staff

Schedule

Quarterly, from 9/12/2014 to 6/5/2015

Technical Assistance Items

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

G2. Patriot Oaks Academy will increase proficiency in the area of math.

G2.B1 Familiarity with math series and supplementing the new series with additional resources that ensure all standards are met.

G2.B1.S1 Text book used as resource to develop curriculum maps. Teachers will implement to Intervention resource that aligns with standards to support students.

PD Opportunity 1

Patriot Oaks teachers will work with their PLC's to implement curriculum maps and develop resources. Teachers will create formative assessments and common assessments. Through tracking data teachers will determine effectiveness of content being taught.

Facilitator

Jeffrey Stoddard

Participants

Teachers

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G3. Patriot Oaks Academy will increase the number of students meeting proficiency in Reading.

G3.B1 Reading strategies and lesson framework throughout grades is not consistent

G3.B1.S1 Provide professional development to teachers regarding the framework for a reading skills lessons.

PD Opportunity 1

Teachers will use student survey data to improve instruction.

Facilitator

Dr. Julie Smith

Participants

Patriot Oaks Academy

Schedule

Monthly, from 9/12/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing.	2,500
Goal 2: Patriot Oaks Academy will increase proficiency in the area of math.	0
Goal 3: Patriot Oaks Academy will increase the number of students meeting proficiency in Reading.	39,000
Grand Total	41,500

Goal 1: Patriot Oaks Academy will increase the percentage of students meeting proficiency in Writing.

Description	Source	Total
B1.S1.A1 - School Advisory Council	Other	2,500
Total Goal 1		2,500

Goal 2: Patriot Oaks Academy will increase proficiency in the area of math.

Description	Source	Total
B1.S1.A1		0
Total Goal 2		0

Goal 3: Patriot Oaks Academy will increase the number of students meeting proficiency in Reading.

Description	Source	Total
B1.S1.A1 - Work will be conducted during PLC planning time.		0
B1.S1.A2 - SAI, PTO, shared funds from other schools, and Internal Funds	Other	39,000
Total Goal 3		39,000