The School District of Lee County

Oak Hammock Middle School

2015-16 School Improvement Plan

Oak Hammock Middle School

5321 TICE ST, Fort Myers, FL 33905

http://ohm.leeschools.net//

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Lee 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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Oak Hammock Middle School will provide a safe, respectful and rigorous learning community to ensure students reach their highest potential.

Provide the school's vision statement

To be a world class school.

School Environment

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

Oak Hammock Middle School educators create mission statements in each classroom with student input. Educators serve as mentors to targeted students who need support. We host three family nights which provide opportunities for students work, progress and individual culture is celebrated with their family and friends. Oak Hammock practices AVID strategies and Kagan strategies which promote collaboration, group work, and open communication between students and staff.

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

Oak Hammock Middle School strategically has systems in place in which all students are supervised and academically and emotionally supported. Educators are visible to students during entry, class changes, and dismissal. We provide Bully Safety training to all incoming 6th grade students and we honor and celebrate "Bully Awareness" month in October school-wide. Each department participates in creating activities to create a positive school environment in which students feel safe and respected. The faculty and staff at Oak Hammock focuses on building relationships with parents, students, and our community which includes an open line of communication. Security and family involvement specialists are available throughout the day and after school activities for safety and translation needs.

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

Each classroom collaborates to create their own mission statements and classroom expectations. School wide we use the classroom discipline card. We have established clear and concise procedures to ensure minimal disruption to instruction. All teachers were trained and given the tool necessary such as ESE training, Osprey discipline procedure and intervention strategies to support and empower our classroom teachers in dealing with disruption and failure. Our focus on AVID strategies, Kagan strategies, and arts integration into the content area allows for an increase in student engagement. The utilization of special education teachers as consulting teachers within the classroom provides additional support for our full inclusion population.

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

We have two full time school counselors that divide the student caseload by alphabet. Counselors provide academic and social/personal counseling to meet the needs of students. We also have an established mentoring program in which all of the school staff participates in. The social worker, nurse, school psychologist and school counselors consult and collaborate to ensure that the needs of OHMS students are met. OHMS Mentoring Program pairs at-risk students with caring adults who will put forth every effort to ensure a trusting and supportive relationship, to identify barriers to learning, increase academic behaviors, decrease negative behaviors, and provide stability and structure necessary for future success.

In addition, School Counselors, Academic Success Program teachers and classroom teachers work collaboratively to mentor and support students via the ASP. Academic Success Program teachers will act as a mentor, tutor, and academic advisers for all students assigned to their class. Students will be enrolled and withdrawn from Academic Success classes, during and only during, predetermined weeks throughout the school year. Academic Success Program teachers and student will review and discuss Academic Success Agreement goals that were set by the school counselors with the students, classroom expectations and strategies for success. Academic Success teachers will pull and chart grades for each student weekly and review chart with student. Progress reports will be sent to the counselors each week. Once Students have successfully completed the ASP program and have a 73-C in all core classes, students will be withdrawn from ASP class during scheduled academic counseling periods.

AVID classes are designed to work with students to improve their academic success and achievement while providing mentoring services for students to maintain a focus on college enrollment and success. These classes provide specific learning strategies, a teacher mentor to assist with grade tracking, and provide a safe location for AVID students to build relationships with students and teachers.

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:
Number of students by grade level that exhibit attendance below 90%:
o 6th Grade- 49 Students
o 7th Grade- 47 Students
o 8th Grade- 64 Students
Intervention strategies utilized for attendance:
o Prior to the start of 14-15SY, the above identified students received an attendance alert letter reminding them of Florida Statutes governing student attendance, School Board Policy covering attendance and an attendance contract to be signed by both parent and student and returned to the school during the first week.
o Daily calls & Emails from parent link for each day absent.
o Attendance clerk phone calls
o Teacher phone calls
o Correspondence via mail.
o Child Study Team meeting with parents
o Student conferences/brief counseling
o Home visits
o Community referrals for welfare needs:
? Housing
? Food
? Childcare
? Financial assistance

? Clothing
? Mental health
? Parenting classes
o Community Referrals for Truancy Prevention
? TIP- Truancy Intervention Program- Lee County Sheriff
? TURN- Truancy Ungovernable Runaway Network- Lutheran Services
? TCS- Truancy Case Staffing- Lee County School District
? Adult Petition- State Attorney's Office
Academics:
Targeted at-risk students are identified through failure lists generated at each interim interval. Identify targeted students through failure reports.
Identified students will meet with their assigned school counselor for academic counseling and program assessment.
Counselors, Academic Success Program (ASP) teachers, Parent Involvement Specialist and subject area teachers will work together as a unified team to identify barriers to learning, provide necessary supports and strategies, establish trusting relationships, and build a bridge of personal and consistent communication with the parent/guardian.
If it is determined a student is in need of a more intensive form of support they will be enrolled in the mentoring program and assigned a mentor. Counselors will monitor academic progress and confer with student weekly during the initial mentoring phase.

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
	6	7	8	
Attendance below 90 percent	49	47	64	160
One or more suspensions	51	71	45	167
Course failure in ELA or Math	3	8	5	16
Level 1 on statewide assessment	180	191	182	553

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	74	75	71	220

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

Academic Student Success Program is a class the student is scheduled to take in place of their elective to give them the opportunity to work on missed assignments. The goal of this positive intervention program is to provide additional opportunities and support for struggling students to achieve and exceed their academic goals in all four core areas.
1. When the student entering ASP, they will receive the Academic Success Agreement that must be given to the ASP teacher.
3. The ASP teacher will be responsible for;
a. Making the introduction call to the parent/guardian informing them that their child's schedule was changed and are participating in the ASP program.
b. Task scheduling in order to achieve goal set by counselor which includes running a grade report

every week and having the student chart their progress.
c. Continuous mentoring and tutoring in order to close the achievement gap.
d. Progress reporting to guidance.
4. If the student successfully raises their core class grades to a C or above then they will be transferred back to their original schedules (during academic counseling week only) and will be eligible to receive a reward upon exiting.
Tier II Intervention
If the student is still failing one (1) or more core classes after being in ASP for one (1) quarter;
1. The school counselor will initiate a request for a parent- teacher conference.
2. The student will remain in ASP
3. They will be added to the Lifer List
4. They will be placed in The Mentoring Program
5. Department heads will begin their interventions (if applicable)
Tier III Interventions
When Tier II interventions are unsuccessful, another parent-teacher conference is scheduled, guidance along with administration and all other involved departments will decide on one of the following interventions;
a. MTSS
b. ASP
c. Frequent Flyer List
d. Community Service Referral

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183509.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We invite local first responders to family nights.
We have partnered with the following business for resources/donation to support OHMS:
Costco
Publix
Target
7-11
Buffalo Wild Wings have provided us with coupons for students
Lowe Home Improvement sponsored our fence project.
Teachers, administrators and counselors contact local community resources via email, phone and letter.

Twitter
OHMS facebook page

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:

Name	Title
Sneddon, Jennifer	Principal
Pointelin, Amanda	Assistant Principal
Burr, Christopher	Assistant Principal
Hardman, Kari	Assistant Principal
Tyler, Emily	Instructional Coach

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (Teen Biz, FSA, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/ withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading, Science Coach and Teacher Leaders
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotes of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist/MTSS Coordinator

• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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

The MTSS Problem-Solving team at Oak Hammock Middle School meets on a as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Sneddon	Principal
Denise Gorelick	Parent
Melanie Elutin	Parent
Scott Wiser	Parent
Cynthia Hampton	Education Support Employee
Rosa Skinner	Teacher
Mirando Paulk	Parent
Tina Silas	Parent
Andra Scott	Parent

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

Development of this school improvement plan

SAC was presented with the performance data of the previous year and members were asked for suggestions for this year's goals. SAC members were also active in creating the Parent/School Compact.

Preparation of the school's annual budget and plan

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

Any school improvement funds will be utilized after gathering suggestions and voted on by SAC.

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:

Name	Title
Eaker, Amberle	Instructional Coach
Tyler, Emily	Teacher, K-12
Sneddon, Jennifer	Principal
Pointelin, Amanda	Assistant Principal
Harney, Michael	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

One Book One School school
Model Classrooms - Reading strategies

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

Weekly PLC meetings
Common Planning
Frequent Model Classrooms
Teacher Leaders/Coaches support teachers in the classroom
Team building activities during faculty meeting
Sunshine committee to support teachers in times of need and build camaraderie through faculty lunches and holiday celebrations
Faculty and Staff Member of the month
APPLES (Developing Professional) Mentor Program
New to the Oak Program (for experienced teachers new to our School)

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

1. Regular new teacher meetings - Administration, APPLES Coordinator, TIF teachers, and academic coaches.
2. APPLES (District new teacher program) - Administration, APPLES Coordinator
3. Peer Teacher Mentoring Program - APPLES Coordinator, APC
4. Professional Learning Communities - Administration, PLC Leadership Team
5. Common Planning - Administration, PLC Grade Level Team

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

Mentor teacher and developing professional (DP) paired according to subject and grade level; Weekly Planning lessons with developing professional; Incorporate targeted teaching strategies; Modeling or co-teaching lessons; Monthly Observation of developing professional's instruction and providing feedback; Coordinating developing professional with PLC; Meeting quarterly with developing professional, mentor and administration; Monitoring student progress, weekly meeting for developing professionals with administration to provide trainings, feedback, professional development opportunities, and teacher evaluation standard breakdown based on the needs of the developing professionals, Oak Hammock Middle School students', and community needs.

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

Oak Hammock Middle School ensures core instructional programs and materials are aligned to Florida's standards through our academic coaches, department heads, and teacher leaders training and participation in textbook adoptions, curriculum training, benchmark drill downs, weekly PLC meetings, and common planning.

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

, PLCs work together weekly to determine areas of improvement for instruction, create differentiated small group instruction, and establish standards based tutoring with targeted students in 2 week rotation per standard. Based on various forms of data from formative and summative assessments, students are invited to attend after school tutoring, where buses are provided to assist in transportation home. Common planning allows our grade and subject area PLCs the opportunity to create standard based formative assessments and lessons plans to increase student achievement and academic success.

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

Strategy: After School Program

Minutes added to school year: 7,560

The after school tutoring program will give students extra time after school four days a week to work with highly qualified teachers in reading, mathematics, science, civics and writing.

Strategy Rationale

Targeting student's by standards deficency is a more effective use of after-school programs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pointelin, Amanda, amandamp@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected after every session in the form of attendance, various strategies focused on, and specific content taught with the student's understanding.

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

Incoming 6th graders chose their elective and are placed in core academic courses based on standardized testing from the previous academic school year. OHMS is a center for the arts school and we give students options to explore a variety of exploratories/electives of their choice. Our exploratory/elective teachers work closely with our content area teachers to integrate arts into our content area to support a variety of learning modalities. As an AVID school, we provide opportunities for our students to increase and improve their organizational skills by providing them with three ring binders, dividers, and supplies. Teachers work weekly with students to help maintain organization

through weekly binder checks. These skills allow them to be successful in middle school and beyond. We provide families and students with an orientation of OHMS procedures and requirements. During Open House, we also give them the opportunity to explore the campus and meet classroom teachers. A virtual open house tour is provided on our website to meet the needs of our families' busy work schedule.

Eighth grade students are notified of high school open houses and school choice deadlines through school news and parent newsletter. ParentLink notification of high school open houses are delivered to all rising 8th graders. AVID 8th graders explore high school options via field trips and professional speakers. Counselors meet with rising 8th graders to discuss credits, opportunities via school choice, and provide support through the transition.

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

Students enrolled in Computing for College and Careers, as well as Computer Applications in Business (I, II, or III) will complete online interest profiles that encourage career exploration. All students in a Civics course learn about area high school programs and conduct online research prior to Student Assignment in January each year.

OHMS is an AVID certified school. We have created a culture where our students are encouraged to explore post secondary options including colleges, universities, and technical/vocational training. In addition, we implement strategies school wide such as: Cornell Notes, and AVID binders for all students. Furthermore, teachers display college pride and spirit throughout OHMS.

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

Computing for College and Careers is offered at Oak Hammock Middle School. This is an accelerated course that gives students enrolled a high school credit upon completion. Students learn to utilize soft skills and develop word processing and presentation skills using current technology. By the end of the course, students can identify and demonstrate information technology skills used in various career clusters.

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

The number of students enrolled in Computing for College and Careers, an accelerated course that awards high school credit when taken in 8th grade, is expected to increase each year. This course prepares students for industry-certification exams taken in high school and can be used to highlight a student's performance on college applications. All students are required to create an account with the Florida Choices website, where students learn about high school graduation requirements, college and other postsecondary options, and available scholarships and requirements, including Gold Seal, Florida Medallion, and Bright Futures.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes

G2. Teacher engagement will increase at least .2% in the Q12 area of teacher progress as measured by the FY16 Gallup Teacher Engagement Survey question 11.

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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes `1a`

`G074390`

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Instructional Leadership	100.0

Resources Available to Support the Goal `2`

- Brian Curls
- TIF Teacher Leaders
- Academic Coaches
- Items Specifications
- Common Planning conversations
- PLC Data conversations
- Formative Assessments

Targeted Barriers to Achieving the Goal `3`

- Training staff on Castle

Plan to Monitor Progress Toward G1. `8`

Student checkpoint data will be monitored through CASTLE and discussed at PLCs

Person Responsible
Amanda Pointelin

Schedule
Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Meeting minutes, PLC agendas

G2. Teacher engagement will increase at least .2% in the Q12 area of teacher progress as measured by the FY16 Gallup Teacher Engagement Survey question 11. 1a

G074391

Targets Supported 1b

Indicator	Annual Target
Developing Teachers (Performance Rating)	3.46

Resources Available to Support the Goal 2

- Classroom Walk-Throughts
- Targeted Observations
- Castle Kudos
- PeopleSoft
- PLC

Targeted Barriers to Achieving the Goal 3

- Time Constraints

Plan to Monitor Progress Toward G2. 8

Outlook calendar, email correspondence, conference summaries, classroom observation meetings will all be used to monitor progress toward meeting the goal.

Person Responsible

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Outlook calendar, email correspondence, conference summaries, classroom observation meetings will all be collected to determine if each teacher has received individual coaching to meet the goal

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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes `1`

🔑 G074390

G1.B1 Training staff on Castle `2`

🔑 B194203

G1.B1.S1 Staff training will take place throughout faculty meetings, PLCs and as needed on Friday's. `4`

🔑 S205728

Strategy Rationale

Castle is a new software being implemented into our school in live time. Getting the staff properly trained and comfortable with the nuances of the program will be a barrier throughout the year.

Action Step 1 `5`

Castle Training during faculty meeting

Person Responsible

Amanda Pointelin

Schedule

Monthly, from 8/19/2015 to 6/7/2016

Evidence of Completion

Meeting minutes, faculty agendas, in-service records will denote Castle training

Action Step 2 `5`

PLC meetings

Person Responsible

Amanda Pointelin

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

PLC notes, agenda, In-service Records

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

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

Teacher feedback and will drive training in Castle

Person Responsible

Amanda Pointelin

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Meeting minutes from leadership team meetings will reflect PLC concerns from PLCs

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

Student's will receive checkpoints on each standard. Data from these checkpoints will be analyzed through PLC to determine the effectiveness of tracking standards.

Person Responsible

Amanda Pointelin

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Meeting minutes, PLC agendas

G2. Teacher engagement will increase at least .2% in the Q12 area of teacher progress as measured by the FY16 Gallup Teacher Engagement Survey question 11. `1`

🔑 G074391

G2.B1 Time Constraints `2`

🔑 B194206

G2.B1.S1 Schedule data chat and professional development progress meetings with each teacher `4`

🔑 S205729

Strategy Rationale

Allows admin team to prioritize their day

Action Step 1 `5`

Admin will schedule data chats with teachers through PLC

Person Responsible

Kari Hardman

Schedule

Semiannually, from 9/8/2015 to 6/10/2016

Evidence of Completion

Outlook Calendar, email correspondence, meeting minutes

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

Meetings with teachers will be monitored monthly

Person Responsible

Kari Hardman

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Outlook calendar, email confirmations

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

Meetings with teachers will be monitored monthly through conversations/coorespondance with administrators and scheduling tools

Person Responsible

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Outlook calendar, email confirmations

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	Castle Training during faculty meeting	Pointelin, Amanda	8/19/2015	Meeting minutes, faculty agendas, in-service records will denote Castle training	6/7/2016 monthly
G2.B1.S1.A1	Admin will schedule data chats with teachers through PLC	Hardman, Kari	9/8/2015	Outlook Calendar, email correspondence, meeting minutes	6/10/2016 semiannually
G1.B1.S1.A2	PLC meetings	Pointelin, Amanda	8/25/2015	PLC notes, agenda, In-service Records	6/8/2016 weekly
G1.B1.S1.A3	[no content entered]			one-time	
G1.MA1	Student checkpoint data will be monitored through CASTLE and discussed at PLCs	Pointelin, Amanda	8/24/2015	Meeting minutes, PLC agendas	6/10/2016 weekly
G1.B1.S1.MA1	Student's will receive checkpoints on each standard. Data from these checkpoints will be analyzed through PLC to determine the effectiveness of tracking standards.	Pointelin, Amanda	8/24/2015	Meeting minutes, PLC agendas	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teacher feedback and will drive training in Castle	Pointelin, Amanda	8/25/2015	Meeting minutes from leadership team meetings will reflect PLC concerns from PLCs	6/8/2016 weekly
G2.MA1	Outlook calendar, email correspondence, conference summaries, classroom observation meetings will all be used to monitor progress toward meeting the goal.		8/24/2015	Outlook calendar, email correspondence, conference summaries, classroom observation meetings will all be collected to determine if each teacher has received individual coaching to meet the goal	6/10/2016 monthly
G2.B1.S1.MA1	Meetings with teachers will be monitored monthly through conversations/coorespondance with administrators and scheduling tools		9/8/2015	Outlook calendar, email confirmations	6/10/2016 monthly
G2.B1.S1.MA1	Meetings with teachers will be monitored monthly	Hardman, Kari	9/8/2015	Outlook calendar, email confirmations	6/10/2016 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. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes

G1.B1 Training staff on Castle

G1.B1.S1 Staff training will take place throughout faculty meetings, PLCs and as needed on Friday's.

PD Opportunity 1

Castle Training during faculty meeting

Facilitator

Pointelin

Participants

faculty

Schedule

Monthly, from 8/19/2015 to 6/7/2016

PD Opportunity 2

PLC meetings

Facilitator

Pointelin & Assigned Teacher Leader

Participants

PLCs by subject area

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Castle Training during faculty meeting	$0.00
2	G1.B1.S1.A2	PLC meetings	$0.00
3	G1.B1.S1.A3		$0.00
4	G2.B1.S1.A1	Admin will schedule data chats with teachers through PLC	$0.00
		Total:	$0.00