

The School District of Lee County

Oak Hammock Middle School



2016-17 Schoolwide Improvement Plan

Oak Hammock Middle School

5321 TICE ST, Fort Myers, FL 33905

<http://ohm.leeschools.net//>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	31

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Oak Hammock Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

To be a world class school.

2. School Environment

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

Oak Hammock Middle School teachers create mission statements in each classroom with student input. We host three family nights during the year, which provide opportunities for families to see student work, learn about Chrombook integration in the classroom, and 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.

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

Oak Hammock Middle School has systems in place in which all students are academically supervised and emotionally supported. Educators are visible to students during entry, class changes, and dismissal. 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. Each month the school celebrates character word of the month. School counselors are on the morning news, digital classes create posters displaying the word, and teachers incorporate the word into their lessons. The faculty and staff at Oak Hammock also 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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each classroom collaborates to create their own mission statements and classroom expectations. The school practices restorative practices and has a restorative practices coach that works with students and teachers to build relationships and curb disciplinary incidents. We have also established clear and concise procedures to ensure minimal disruption to instruction. 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.

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

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.

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.

A Junior Leadership program was established this year to focus on teaching students individual leadership skills to help them with their studies, community, and their future career aspirations. This program teaches students the attributes of effective leaders, identifying positive roles and responsibilities in their community, identifying global concerns, exploring cultures, creating personal goals, service learning, and physical fitness.

3. Early Warning Systems

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

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

Intervention strategies utilized for attendance:

- o Parents of students receive 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 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, teacher leaders, 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	25	50	0	0	0	0	75	
One or more suspensions	0	0	0	0	0	0	0	54	88	0	0	0	0	142	
Course failure in ELA or Math	0	0	0	0	0	0	0	7	11	0	0	0	0	18	
Level 1 on statewide assessment	0	0	0	0	0	0	159	160	191	0	0	0	0	510	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	17	19	0	0	0	0	36	

c. 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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308272>.

2. Description

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

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

We have partnered with the following business for resources/donation to support OHMS:

Horace Mann has provided donations to support for our teachers

Buffalo Wild Wings have provided us with coupons for students and teachers

Lowes and Home Improvement sponsored our gardening club

Teachers, administrators and counselors contact local community resources via email, phone and letter.

Twitter

OHMS facebook page

FGCU partners to provide volunteers to tutor at risk students

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sneddon, Jennifer	Principal
Hardman, Kari	Assistant Principal
Tyler, Emily	Instructional Coach
Biggar, Andrew	Assistant Principal
Edwards, Jennifer	Assistant Principal
Harney, Michael	Instructional Coach
Burrows, Jennifer	Instructional Coach
Fernandez, Kea	Instructional Coach

b. Duties

1. 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 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

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

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Sneddon	Principal
Ken Gorelick	Parent
Cynthia Hampton	Education Support Employee
Tina Silas	Parent
Andra Scott	Parent
Scott Wiser	Parent
Mavia Elutin	Parent

b. Duties

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

a. Evaluation of last year's 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.

b. 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.

c. Preparation of the school's annual budget and plan

SAC was presented with the performance data of the previous year and members were asked for suggestions for this year's budge.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Harney, Michael	Instructional Coach
Tyler, Emily	Teacher, K-12
Sneddon, Jennifer	Principal
Burrows, Jennifer	Instructional Coach
Fernandez, Kea	Instructional Coach
Hardman, Kari	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Schoolwide reading culture and AR
Model Classrooms - Reading strategies
Push-in classroom support
Professional Development/Coaching

D. Public and Collaborative Teaching

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

1. 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)

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

PLCs work together weekly to determine areas of improvement for instruction, create differentiated small group instruction, and establish standards based interventions. 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.

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

Strategy: After School Program

Minutes added to school year: 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 deficiency 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

Hardman, Kari, kariaha@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

Students are enrolled in College and Careers courses such as Computer Applications in Business (I, II, or III), Fundamentals of Web Design, and Culinary classes. 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 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.

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

Students who are enrolled in the College and Careers courses Fundamentals of Web Design or Fundamental of Culinary Careers have the opportunity to earn industry certification in ServeSafe or Certified Internet Web Associate. By the end of the course, students will be able to demonstrate essential college and career skills used in various career clusters.

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

OHMS has included several new courses to promote career and technical education to support student achievement. Fundamentals of Web Design, STEM Life Science, and Junior Leadership are new elective courses offered to students this year. Fundamentals of Web Design is an advanced rigorous course preparing students for an industry-certification exam. All students are also required to create an account with the Florida Choices website, where students learn about high school graduation requirements, college and other post secondary options, and available scholarships and requirements, including Gold Seal, Florida Medallion, and Bright Futures.

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

Students who score a high level 3-5 on the FSA in Math are placed in a high school math class, Algebra I to prepare them for more rigorous advanced level math classes in high school. In addition, selected students are placed in Fundamentals of Web Design or Fundamentals of Culinary and Career Planning, which are advanced rigorous career and technical education courses preparing students for an industry-certification exam.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase by providing rigorous and engaging instruction over the Florida Standards.
- G2.** All students will be educated in a safe, respectful, and nurturing learning environment that fosters student learning and achievement.

Strategic Goals Detail

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

G1. Student achievement will increase by providing rigorous and engaging instruction over the Florida Standards. 1a

G082822

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	39.0
FSA Mathematics Achievement	53.0
FCAT 2.0 Science Proficiency	43.5
Civics EOC Pass	61.25
ELA/Reading Gains	57.0
Math Gains	56.0
ELA/Reading Lowest 25% Gains	44.0
ELA/Reading Lowest 25% Gains	46.0
High School Readiness	76.0

Targeted Barriers to Achieving the Goal 3

- Student language, reading, and math deficiencies hinders understanding of grade level material

Resources Available to Help Reduce or Eliminate the Barriers 2

- Schedules: Common Planning
- Schedules: Intensive Reading Classes
- Academic Coaches and Teacher Leaders
- School Culture of Reading
- Professional Development

Plan to Monitor Progress Toward G1. 8

Student progress monitoring data

Person Responsible

Kari Hardman

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agendas, STAR data, progress monitoring data

G2. All students will be educated in a safe, respectful, and nurturing learning environment that fosters student learning and achievement. 1a

G082823

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	42.23

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase by providing rigorous and engaging instruction over the Florida Standards. 1

 G082822

G1.B1 Student language, reading, and math deficiencies hinders understanding of grade level material 2

 B219506

G1.B1.S1 Provide instructional support and professional development of instructional strategies and scaffolding Florida Standards 4

 S231859

Strategy Rationale

There is a gap between grade level Florida Standard materials and instruction of what the students are asked to do and their actual ability level

Action Step 1 5

PLC Meetings

Person Responsible

Kari Hardman

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agenda, minutes, PLC templates, In-service Records, progress monitoring data

Action Step 2 5

TIF/Coaches Push-In ELA and Reading classes

Person Responsible

Kari Hardman

Schedule

Every 3 Weeks, from 10/18/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Push-In Schedules

Action Step 3 5

Co-Teaching model in math classes

Person Responsible

Jennifer Edwards

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Master schedule, lesson plans

Action Step 4 5

Kagan Professional Development

Person Responsible

Kari Hardman

Schedule

On 8/1/2016

Evidence of Completion

Preschool agenda, teacher in service records

Action Step 5 5

AVID Professional Development

Person Responsible

Kari Hardman

Schedule

On 8/2/2016

Evidence of Completion

preschool agenda, teacher in-service records, lesson plans

Action Step 6 5

Differentiated Instruction Professional Development

Person Responsible

Kari Hardman

Schedule

On 8/4/2016

Evidence of Completion

preschool agenda, in-service records, lesson plans

Action Step 7 5

New teacher professional development

Person Responsible

Jennifer Edwards

Schedule

Weekly, from 8/16/2016 to 5/23/2017

Evidence of Completion

Meeting agendas, in-service records

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

Administration will attend PLC

Person Responsible

Kari Hardman

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC Agenda and Minutes

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

Lesson plans and Common Panning will be reviewed and feedback will be provided

Person Responsible

Kari Hardman

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Feedback via email, Outlook calendar, PLC minutes

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

Classroom walk through and observations

Person Responsible

Kari Hardman

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

walk through data, observation data

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

We will know if instructional support is successful when we see instructional materials and instruction aligned to standards, students are interacting with the standard with high engagement and rigor, and students are able to demonstrate understanding of the standards.

Person Responsible

Kari Hardman

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Class observations, walk-through data, formal observations, student progress monitoring data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A4 A296473	Kagan Professional Development	Hardman, Kari	8/1/2016	Preschool agenda, teacher in service records	8/1/2016 one-time
G1.B1.S1.A5 A296474	AVID Professional Development	Hardman, Kari	8/2/2016	preschool agenda, teacher in-service records, lesson plans	8/2/2016 one-time
G1.B1.S1.A6 A296475	Differentiated Instruction Professional Development	Hardman, Kari	8/4/2016	preschool agenda, in-service records, lesson plans	8/4/2016 one-time
G1.B1.S1.A7 A296476	New teacher professional development	Edwards, Jennifer	8/16/2016	Meeting agendas, in-service records	5/23/2017 weekly
G1.MA1 M299791	Student progress monitoring data	Hardman, Kari	8/10/2016	PLC agendas, STAR data, progress monitoring data	5/26/2017 weekly
G1.B1.S1.MA1 M299787	We will know if instructional support is successful when we see instructional materials and...	Hardman, Kari	8/10/2016	Class observations, walk-through data, formal observations, student progress monitoring data	5/26/2017 daily
G1.B1.S1.MA1 M299788	Administration will attend PLC	Hardman, Kari	8/10/2016	PLC Agenda and Minutes	5/26/2017 weekly
G1.B1.S1.MA3 M299789	Lesson plans and Common Panning will be reviewed and feedback will be provided	Hardman, Kari	8/10/2016	Feedback via email, Outlook calendar, PLC minutes	5/26/2017 weekly
G1.B1.S1.MA4 M299790	Classroom walk through and observations	Hardman, Kari	8/10/2016	walk through data, observation data	5/26/2017 daily
G1.B1.S1.A1 A296470	PLC Meetings	Hardman, Kari	8/10/2016	PLC agenda, minutes, PLC templates, In-service Records, progress monitoring data	5/26/2017 weekly
G1.B1.S1.A2 A296471	TIF/Coaches Push-In ELA and Reading classes	Hardman, Kari	10/18/2016	Lesson Plans, Push-In Schedules	5/26/2017 every-3-weeks
G1.B1.S1.A3 A296472	Co-Teaching model in math classes	Edwards, Jennifer	8/10/2016	Master schedule, lesson plans	5/26/2017 daily

V. Professional Development Opportunities

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

G1. Student achievement will increase by providing rigorous and engaging instruction over the Florida Standards.

G1.B1 Student language, reading, and math deficiencies hinders understanding of grade level material

G1.B1.S1 Provide instructional support and professional development of instructional strategies and scaffolding Florida Standards

PD Opportunity 1

PLC Meetings

Facilitator

Administrators (Hardman, Edwards, Sneddon, Biggar), TIF (Fernandez, Pierre, Tyler), Coaches (Burrows, Harney, Smith, Fogarty).

Participants

Teachers, Coaches, TIF, Administrators

Schedule

Weekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

Kagan Professional Development

Facilitator

Kagan

Participants

Teachers, Admin

Schedule

On 8/1/2016

PD Opportunity 3

AVID Professional Development

Facilitator

District PDNL Specialists

Participants

teachers, admin

Schedule

On 8/2/2016

PD Opportunity 4

Differentiated Instruction Professional Development

Facilitator

Participants

teachers, admin

Schedule

On 8/4/2016

PD Opportunity 5

New teacher professional development

Facilitator

Edwards, Hardman

Participants

new teachers

Schedule

Weekly, from 8/16/2016 to 5/23/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PLC Meetings				\$0.00
2	G1.B1.S1.A2	TIF/Coaches Push-In ELA and Reading classes				\$0.00
3	G1.B1.S1.A3	Co-Teaching model in math classes				\$0.00
4	G1.B1.S1.A4	Kagan Professional Development				\$2,016.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0382 - Oak Hammock Middle School	Title I, Part A		\$2,016.00
5	G1.B1.S1.A5	AVID Professional Development				\$2,015.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0382 - Oak Hammock Middle School	Title I, Part A		\$2,015.00
6	G1.B1.S1.A6	Differentiated Instruction Professional Development				\$0.00
7	G1.B1.S1.A7	New teacher professional development				\$0.00
Total:						\$4,031.00