

The School District of Lee County

Three Oaks Elementary School



2016-17 Schoolwide Improvement Plan

Three Oaks Elementary School

19600 CYPRESS VIEW DR, Fort Myers, FL 33967

<http://oak.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) |
|--|------------------------|---|
| Elementary School PK-5 | No | 40% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 33% |

School Grades History

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

**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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Three Oaks Elementary 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.

To provide all students an excellent education through a solid, specific, sequenced curriculum.

b. Provide the school's vision statement.

Our mission is to provide a fair and excellent education for all students.

2. School Environment

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

Our school's unique Core Knowledge curriculum provides ample opportunities for teachers to discuss various cultures in the classroom. For example, in Kindergarten the students learn about the king and queen of Spain. During this unit of study, the teachers highlight Spanish heritage and identify students and staff members who speak Spanish. Students are able to make connections to another time period in history and to their own culture. Kindergarten students will also celebrate customs around the world in December. Our second grade students complete a unit of study on Immigration, where their own, and other cultures are studied and shared. The third grade students host a Heritage Festival where they interview their families, identify their heritage, dress in various cultural attire, and celebrate by tasting foods from their countries. Every grade level hosts at least one annual Core Knowledge culminating activity to enrich their students' cultural literacy. The following cultures are studied and celebrated: Spanish Kings and Queens, Egyptians, the Orient (Japan, India, China), and Romans.

In addition our school plans and hosts various events throughout the school year to develop strong relationships with students and their families.

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

Students are greeted each morning by TOE Staff and Personnel as they exit their buses and cars and enter the building. Staff members are strategically placed throughout the campus to ensure that students feel safe in the hallways and know where to go. During the school day our campus is secure and students are supervised at all times. We work with our students and staff so that they understand all emergency drills and plans. This provides a sense of security and safety. TOE is a student and family centered school that focuses on accomplishments big and small. Students are part of our "Good Morning Three Oaks" news show each day, where information is shared and success is celebrated. After school, students are safely escorted to their scheduled activity, be it going home or attending our After School Program, Rotary Club, Science Club or Golden Bears Club.

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.

Three Oaks Elementary School Staff members use the Positive Behavior Support system school wide. Students are rewarded for showing appropriate behavior. This includes classroom rewards that

vary by teacher. Classes are also rewarded with a Bear Paw for following Bear Expectations in common areas. At the end of each month, 1 class per grade level gets to eat on the stage with the Principal or Assistant Principal as a special treat. Each teacher uses a tracking form to track inappropriate behaviors and communicate with parents and administrators.

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.

Three Oaks Elementary has employed a full time School Counselor. Our school counselor makes a measurable impact in every student's life, assisting with academic, career and personal/social development. Professional school counselors are trained in both educating and counseling, allowing them to function as a facilitator between parents, teachers and the student in matters concerning the student's goals, abilities and any areas needing improvement. Our counselor provides services not only to students in need, but to all students. Individual, small group counseling and classroom guidance is provided for students and teachers on topics such as: divorce, grief, conflict resolution and other topics as needed. Bibliotherapy and open discussions focus on personal/social skills during the guidance special. Anti-bully training is a core principal in all guidance curriculum. Core Essentials Character Development Programs are provided every other month as a school assembly and those character values are reinforced monthly on the morning news and in the classrooms. The School Counseling mission statement is to inspire, empower and motivate all students to achieve their personal best.

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.

N/A

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

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

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

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

N/A

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?

No

1. PIP Link

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

2. Description

Three Oaks Elementary School is a Five Star School, with recognition for its Parental involvement. We are also considered a Golden School for our Volunteerism. On average, each parent volunteers 12.4 hours per year. We host many events throughout the school year that involve our families. These include, but are not limited to: Curriculum Night, Student Led Conferences, Grade Level Plays, Science Fair, PTO Meetings, SAC Meetings, Family Fun Fest, and special grade level Core Knowledge Events.

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.

Three Oaks Elementary has many partnerships with local businesses. Our school family welcomes these partners to on campus school activities and frequents their establishments. In return, many of these business partners give our school a portion of their proceeds to help offset costs for special classroom projects that enrich the curriculum and increase student achievement. Other partners, work with students personally to help build essential skills, and even provide needs like clothing and shoes.

Some of our partners include: Bamboozles, Chick-Fil-A, Ruby Tuesdays, Culvers, Costco, Comcast, AXA, Summit Church, Our Lady of Light Church, Rita's Italian Ice, Kona Ice, Shoes that Fit, Florida Gulf Coast University, Florida Southwestern College, the Lee County Library, and the Foundation For Lee County Public Schools.

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 |
|----------------------|---------------------|
| Moorhead, Jody | Principal |
| LeMaster, Tami | Assistant Principal |
| Gunder, Jennifer | Teacher, K-12 |
| Roberts, Molly | Teacher, K-12 |
| Monrad, Stephanie | Teacher, K-12 |
| Gilmore, Rebecca | Teacher, K-12 |
| Hebert, Rachelle | Teacher, K-12 |
| Ward, Frances | Teacher, K-12 |
| Hammen, Carla | Teacher, K-12 |
| Tumbleson, Catherine | Teacher, K-12 |
| Slepian, Roberta | Teacher, K-12 |
| Godsea, Anne | Teacher, K-12 |

b. Duties

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

Mrs. Jody Moorhead, Principal - overseas decisions as related to the student
Bernadette Pearl - Reading Coach/Rtl school coordinator - run the meetings and document as appropriate
Frances Ward- Science and Math Coach- addresses curriculum concerns and options
Classroom Teacher - share academic and behavior data and observations

The following professionals will join the team on an "As Needed" basis.
School Nurse - address any medical concerns
Social Worker - address student attendance and home life concerns
Speech and Language Pathologist - address articulation and language communication needs
School Psychologist - address testing results and learning styles
Staffing Specialist - address appropriate school placement options and needs
Behavior Specialist - address behavioral concerns and strategies
ESOL Representative - address English as a Second Language and possibly translate

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 Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Title II funds will be used for In-Service trainings. The school district purchases materials with our Title III funds that benefit our E.S.O.L students. The Supplemental Academic Instruction funds will be used to pay the salary of our Reading Coach.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Frances Ward | Teacher |
| Ivette Orama | Parent |
| Jody Moorhead | Principal |
| Tami LeMaster | Principal |
| Toni Rodriguez | Education Support Employee |
| Dave Nichols | Business/Community |
| Nick Naples | Parent |
| Dr. Larry Byrnes | Business/Community |
| Shannon McMahon | Parent |
| Maria Gonzalez-Hearn | Parent |
| Jeff Bronson | 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

The SAC Committee reviewed the School Improvement Plan Goals as they related to the previous years progress. We then discussed, revised, and voted on the proposed goals to make the plan final.

b. Development of this school improvement plan

The SAC Committee will work in unison with school personnel to review and approve all School Improvement Plan Goals and targets as related to our 2015-2016 progress.

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

The SAC Committee discusses and votes on how expenditures will be made to support our School Improvement Plan goals and student achievement.

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

School Improvement funds will be used in the following areas to support Three Oaks Elementary School.

Golden Bears Academic Tutoring Program &1,639.50

Thinking Maps Materials for Teachers and Students \$6,757.50

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 |
|----------------------|---------------------|
| Moorhead, Jody | Principal |
| LeMaster, Tami | Assistant Principal |
| Gunder, Jennifer | Teacher, K-12 |
| Roberts, Molly | Teacher, K-12 |
| Monrad, Stephanie | Teacher, K-12 |
| Gilmore, Rebecca | Teacher, K-12 |
| Hebert, Rachelle | Teacher, K-12 |
| Ward, Frances | Teacher, K-12 |
| Hammen, Carla | Teacher, K-12 |
| Tumbleson, Catherine | Teacher, K-12 |
| Slepian, Roberta | Teacher, K-12 |
| Godsea, Anne | Teacher, K-12 |

b. Duties

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

The LLT will ensure that proper data is kept and reviewed on Tier 2 and 3 students. The team will monitor whole school reading progress as compared to the district. The team will continue to monitor the needs of our AYP groups. The LLT will plan and implement Common Core Lesson Studies and Data Review for the entire staff through PLC's.

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.

Three Oaks has created a school schedule that allows each grade level team to have common planning time during the school day, as well as, after school. A year long schedule has been created for our Professional Learning Communities, with specific academic direction. Grade levels plan instruction as teams and work with all students collaboratively to review, remediate, and teach new concepts. W.I.N. Time is used to differentiate instruction for students.

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

Prospective Three Oaks teachers and staff members are hired after completing a Team Interview, in which experienced educators choose the person that best exhibits a high level of professionalism and is a good match for our school culture. All teachers at Three Oaks Elementary are Highly Qualified or are

working on Highly Qualified status. New teachers meet regularly with the administration. Professional Development is aligned with school improvement goals. Professional Learning Community Meetings are held twice per month focused on staff development and student performance in the areas of reading, math, writing, science, and social studies. Faculty Meetings once per month are focused on staff development in the areas of reading, math, writing, science, social studies, and standards based instruction.

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

Veteran teachers certified in Clinical Education Training are paired with novice teachers. They will share strategies and ideas to ensure continuous student improvement and teacher leadership. New teachers will also participate in the A.P.P.L.E.S Program.

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.

Three Oaks Elementary follows District's reading, math, science, and social studies programs. We also implement Core Knowledge at our school. Florida Standards are embedded within the above stated programs. Our school follows the Academic Plan in all subject areas and all grade levels to ensure our students are learning the skills and strategies needed for the next grade level.

To ensure the standards are being taught, administration views lesson plans weekly using the Oncourse Program. Walkthroughs are completed with the expectation of having objectives visible for all students. The objectives are in "Kid Friendly Lingo", so that they understand what they will be learning that day.

Three Oaks uses common assessments in all grade levels. These assessments are offered through the district and are standards based. These common assessments can be located through Performance Matters and Castle. Teachers can analyze the data results and re-teach accordingly.

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.

Three Oaks Elementary uses data from common assessments to differentiate instruction. Through our PLC's teachers determine the assessment that will be administered to assess a specific standard. Using Performance Matters and Castle, teachers will analyze the results. Through PLC collaboration, teachers use best practices to design a plan to differentiate instruction within the classroom. Standards based resources that provide extra support for struggling students are provided by classroom and resource teachers through W.I.N. Time. For example, if some students need phonics practice, teachers/resource teachers instruct those students during small group instruction on phonic skills.

STAR 360, STAR Early Literacy and weekly formative assessments also provide teachers with data that distinguishes the needs in their room. Administration viewing weekly lesson plans and completing

walkthroughs and observations, will allow them to observe differentiated instruction first hand.

Our school also implements Kagan Strategies and Thinking Maps on a daily basis. This gives students the tools they need to be successful in all the subject areas, because both strategies are engaging and hold all students accountable for their own learning.

Teacher leaders in math and literacy attend district trainings in order to share best practices in standards based instruction.

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: Extended School Day

Minutes added to school year: 2,400

Golden Bears Program

Third, Fourth, and Fifth grade students remain after school for an extra hour of instruction in reading, writing, and mathematics.

Strategy Rationale

Providing extended academic time and small group differentiated instruction has proven through past years data to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pearl, Bernadette, bernadettemp@leeschools.net

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

Student attendance
Pre and post tests

Strategy: Extended School Day

Minutes added to school year: 480

Fifth Grade Science Enrichment Club

This program is offered for all fifth grade students to attend Science enrichment lessons after school. This will enrich and enhance the core academic STEAM instruction.

Strategy Rationale

Providing extended academic time and small group differentiated instruction has proven through past years data to increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moorhead, Jody, jodyjm@leeschools.net

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

Pre and post Science Tests.
Results on Science FCAT 2.0.

Strategy: Before School Program

Minutes added to school year: 1,800

Early Morning Tutoring

Students that cannot receive homework help from home are able to come into the Computer Lab in the morning to receive support and guidance on homework and work on the English in a Flash language development program.

Strategy Rationale

Students that do not have English Language and/or Homework support at home will benefit from completing their homework each morning with a Three Oaks staff member. This will help the students understand the skills being taught in class and feel better prepared for class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pearl, Bernadette, bernadettep@leeschools.net

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

Classroom teacher reports of completed homework.
Attendance from the Early Morning Tutoring program.
English in a Flash Program Reports.

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.

All incoming kindergarten students meet with the Kindergarten teachers and are assessed in the areas of reading and math before school begins. The students and parents are then provided with a small group orientation meeting during the week before the school year begins with an opportunity to meet the classroom teacher and become familiar with the classroom environment. Parents are also made aware of the curriculum and expectations at this time. Pre-school Headstart students and Pre-K ESE students visit the classroom and interact with the kindergarten teachers and students during the spring before the kindergarten year begins. In addition, incoming kindergarten students are eligible to attend the school sponsored Summer Recreation Program or attend the Voluntary Pre-Kindergarten Program. These opportunities give the new students an opportunity to meet older students and work with several teachers and staff members before the school year begins.

Our fifth grade students meet with Three Oaks Middle School administrators during fourth quarter to discuss middle school expectations and changes. The middle school also comes to the school to share information regarding the music programs that they offer and to share information about instruments. Students are informed of all South zone middle school Open Houses and tours so that students and parents can make an informed decision.

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.

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

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

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.

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.** One hundred percent of our State Requirements for Educational Facilities (SREF) Operational Deficiencies will be corrected upon the next SREF Inspection during the 2016-2107 school year.
- G2.** We will increase the learning gains for students that are targeted as our lowest 25 percent in ELA and Math for grades 4 and 5 as measured by the Florida Standards Assessment.

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. One hundred percent of our State Requirements for Educational Facilities (SREF) Operational Deficiencies will be corrected upon the next SREF Inspection during the 2016-2107 school year. 1a

G082824

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
|-----------|---------------|

Targeted Barriers to Achieving the Goal 3

- Manpower

Resources Available to Help Reduce or Eliminate the Barriers 2

- Building Supervisor work times have been adjusted. We also hired new custodial staff and gave them specific areas to be responsible for on campus.

Plan to Monitor Progress Toward G1. 8

Building Supervisor's checklist of SREF Violations will be monitored by administration.

Person Responsible

Jody Moorhead

Schedule

Weekly, from 7/25/2016 to 5/26/2017

Evidence of Completion

Building Supervisor's checklist

G2. We will increase the learning gains for students that are targeted as our lowest 25 percent in ELA and Math for grades 4 and 5 as measured by the Florida Standards Assessment. 1a

G082825

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Lowest 25% Gains | 60.0 |
| ELA/Reading Lowest 25% Gains | 53.0 |

Targeted Barriers to Achieving the Goal 3

- Students and teachers adapting to online assessments

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implemented math coach position to assist teachers and students with online testing format.
- increase online practice for all students

Plan to Monitor Progress Toward G2. 8

STAR 360 PR

Person Responsible

Tami LeMaster

Schedule

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

Evidence of Completion

STAR 360 Screening Report and student data folders

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. One hundred percent of our State Requirements for Educational Facilities (SREF) Operational Deficiencies will be corrected upon the next SREF Inspection during the 2016-2107 school year. **1**

 **G082824**

G1.B1 Manpower **2**

 **B219508**

G1.B1.S1 Adjusted Building Supervisor work times by 30 minutes. **4**

 **S231860**

Strategy Rationale

The adjustment of hours gives him more time in the afternoon to resolve possible safety violations.

Action Step 1 **5**

The SREF Operational Deficiencies will be corrected by the next inspection.

Person Responsible

Jody Moorhead

Schedule

Semiannually, from 2/10/2016 to 11/30/2016

Evidence of Completion

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

Administration will work with Building Supervisor to monitor completions of violations in a timely manner.

Person Responsible

Jody Moorhead

Schedule

Semiannually, from 2/10/2016 to 11/30/2016

Evidence of Completion

SREF Inspection report

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

Three new custodial staff were hired for the 2016/2017 school year. They are motivated and eager to assist in eliminating all Operational Deficiencies while working with Building Supervisor and administration.

Person Responsible

Jody Moorhead

Schedule

Weekly, from 7/25/2016 to 5/26/2017

Evidence of Completion

Weekly meeting with Building Supervisor and administration to keep updated on work in progress.

G2. We will increase the learning gains for students that are targeted as our lowest 25 percent in ELA and Math for grades 4 and 5 as measured by the Florida Standards Assessment. 1

G082825

G2.B1 Students and teachers adapting to online assessments 2

B219509

G2.B1.S1 Math coach provides training for all teachers on online testing specs. She also will ensure all students have the knowledge and practice on the FSA testing site. Coach will push-in to all 3-5 classrooms on a weekly basis. 4

S231861

Strategy Rationale

By coaching the teachers and the students online testing should become a known task. Students and teachers will feel positive during this testing time.

Action Step 1 5

Students in our lowest 25% in both Reading and Math will show learning gains.

Person Responsible

Jody Moorhead

Schedule

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

Evidence of Completion

STAR 360 Data

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

Meet with teachers and analyze STAR 360 data using the percentile rank as the main data source. We will be looking for increases in the percentile rank for each student and set goals for the following quarter.

Person Responsible

Tami LeMaster

Schedule

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

Evidence of Completion

STAR 360 Screening Report for each grade level will be distributed and analyzed by administration and teachers. Students in the lowest 25 will be identified.

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

Students will make individual goals using STAR 360 percentile data. They will use the bucket process as a visual to create their goal for the following quarter.

Person Responsible

Tami LeMaster

Schedule

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

Evidence of Completion

Students will have individual data folders to monitor their learning progress. Teachers will monitor and review the student data with their class.

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.MA1 M299794 | Administration will work with Building Supervisor to monitor completions of violations in a timely... | Moorhead, Jody | 2/10/2016 | SREF Inspection report | 11/30/2016 semiannually |
| G1.B1.S1.A1 A296477 | The SREF Operational Deficiencies will be corrected by the next inspection. | Moorhead, Jody | 2/10/2016 | | 11/30/2016 semiannually |
| G1.MA1 M299795 | Building Supervisor's checklist of SREF Violations will be monitored by administration. | Moorhead, Jody | 7/25/2016 | Building Supervisor's checklist | 5/26/2017 weekly |
| G2.MA1 M299798 | STAR 360 PR | LeMaster, Tami | 8/10/2016 | STAR 360 Screening Report and student data folders | 5/26/2017 quarterly |
| G1.B1.S1.MA1 M299793 | Three new custodial staff were hired for the 2016/2017 school year. They are motivated and eager... | Moorhead, Jody | 7/25/2016 | Weekly meeting with Building Supervisor and administration to keep updated on work in progress. | 5/26/2017 weekly |
| G2.B1.S1.MA1 M299796 | Students will make individual goals using STAR 360 percentile data. They will use the bucket... | LeMaster, Tami | 8/10/2016 | Students will have individual data folders to monitor their learning progress. Teachers will monitor and review the student data with their class. | 5/26/2017 quarterly |
| G2.B1.S1.MA1 M299797 | Meet with teachers and analyze STAR 360 data using the percentile rank as the main data source. We... | LeMaster, Tami | 8/10/2016 | STAR 360 Screening Report for each grade level will be distributed and analyzed by administration and teachers. Students in the lowest 25 will be identified. | 5/26/2017 quarterly |
| G2.B1.S1.A1 A296478 | Students in our lowest 25% in both Reading and Math will show learning gains. | Moorhead, Jody | 8/10/2016 | STAR 360 Data | 5/26/2017 quarterly |

V. Professional Development Opportunities

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

G2. We will increase the learning gains for students that are targeted as our lowest 25 percent in ELA and Math for grades 4 and 5 as measured by the Florida Standards Assessment.

G2.B1 Students and teachers adapting to online assessments

G2.B1.S1 Math coach provides training for all teachers on online testing specs. She also will ensure all students have the knowledge and practice on the FSA testing site. Coach will push-in to all 3-5 classrooms on a weekly basis.

PD Opportunity 1

Students in our lowest 25% in both Reading and Math will show learning gains.

Facilitator

Jody Moorhead

Participants

Teachers

Schedule

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

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 | The SREF Operational Deficiencies will be corrected by the next inspection. | \$0.00 |
| 2 | G2.B1.S1.A1 | Students in our lowest 25% in both Reading and Math will show learning gains. | \$0.00 |
| Total: | | | \$0.00 |