

The School District of Lee County

Three Oaks Middle School



2016-17 Schoolwide Improvement Plan

Three Oaks Middle School

18500 3 OAKS PKWY, Fort Myers, FL 33967

<http://okm.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	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

**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	8
Effective Leadership	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 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.

To provide a quality education in a safe and well-managed environment.

b. Provide the school's vision statement.

Three Oaks Middle School is committed to focus on student achievement strategies that enable all students to meet or exceed rigorous district standards.

2. School Environment

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

TOMS is in the process of implementing the Leader in Me program.

The guidance department meets with students to assist their well being.

Administration is present in hallways and lunchroom daily allowing them to build relationships with the students.

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

TOMS uses as a positive reinforcement card in the agenda.

Tutoring is available three times a week as well as intramural sport activities.

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.

TOMS uses a discipline card as a warning system to lower the number of discipline referrals. We have a school wide discipline plan for consistency. All classrooms have student expectations posted. The discipline committee also communicates, with faculty and staff, all discussions held at each meeting.

Faculty were encouraged to create classroom procedures to reduce disciplinary incidents.

Students carry a Positive Behavior Card in the agenda. Students are recognized at least weekly for positive comments.

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.

The guidance department meets with students to assist students, staff and families. Group counseling sessions are held throughout the year by guidance counselor and SRO.

Three Oaks conducts a social Interaction Intervention class to assist certain students' social-emotional needs.

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.

Students are identified as at risk by the following:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.

One or more suspensions, whether in school or out of school.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in FSA Reading or mathematics.

Parents are notified if students are failing with suggestions for improvement. This is completed through Parentlink and letters from guidance counselor.

Social worker is notified when student has missed days in intervals of 5 unless they have a previous history of excessive absences.

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	1	4	1	0	0	0	0	6
One or more suspensions	0	0	0	0	0	0	30	47	51	0	0	0	0	128
Course failure in ELA or Math	0	0	0	0	0	0	9	8	4	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	0

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

Weekly administration /staff mentors meet with early warning students to assess their progress in academics, attendance and behavior. These meetings are documented and shared with students and administration.

Language Arts and reading were combined to improve student learning. Content teachers have common planning to assist student learning.

Teachers check with students weekly to assess their progress during mentoring. Parents are notified if students are failing with suggestions for improvement. This is completed through Parentlink and letters from guidance counselor.

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

Parental Involvement in school activities will be relayed to parents by Parent Link for attendance and school wide events.

Parental Involvement with students not making their Accelerated Reader goals and homework completion.

Bridge the language gap between Three Oaks Middle School and our families.

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.

TOMS achieved a 5 STAR rating. In order to win this award, the school must show that it has built partnerships with the community. Many businesses support our programs; such as assemblies, Honor Roll, Open House and providing supplies for our students.

The PTO supports student achievement by conducting fund raisers and providing needed resources.

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
Barta, Richard	Assistant Principal
Carson, Mike	Principal
Huber, Belinda	Assistant Principal
Jones, Cyd	Teacher, K-12
Laux, Jason	Teacher, K-12
Mount, Carol	Administrative Support
Rossi, Lillian	School Counselor
Summers, Rich	Teacher, K-12
Harris, Connie	Teacher, K-12
MacLeod, Jen	Teacher, K-12
Menear, Marsha	Teacher, K-12
Campbell, Lindsey	Teacher, K-12
Williams, Tara	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.

The MTSS Leadership Team for Three Oaks Middle School consists of the following members:

- Michael S.Carson, Principal
- Richard Barta, Assistant Principal
- Belinda Huber, Assistant Principal
- Lindsey Campbell, MA Chairman/Math Department Chairman
- Pat Smiley, Behavior Specialists
- Lynsey Hollenbeck, ESE Department Chairman
- Lisa Koontzr, Speech/Language Pathologist
- Robin Clark, School Psychologist
- Lillian Rossi, Guidance
- Dolores Loftus, Social Worker
- Barb Young, Staffing Specialist
- All General Education Teachers that pertain to the student
- Parent(s) of student

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 Leadership team at Three Oaks Middle School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) 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 in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction • Implement Tier 2 & 3 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 some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RtI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

Facilitate implementation of MTSS in your building

Provide or coordinate valuable and continuous professional development

- Assign paraprofessional to support RtI 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

- 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 in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate RtI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding Tier 3 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 screening and assessments
- Provide ELL interventions at all tiers

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 AYP. 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 I, Part A coordinates with Title III to expand academic enrichment opportunities for English Language Learners. These services include after school tutorials, professional development, supplemental scientifically researched 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 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) 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.

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.

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. A free hot breakfast is available daily to all students. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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
Michael Carson	Principal
Carol Mount	Education Support Employee
Kelly Lavis	Business/Community
Kevin Mullings	Teacher
Richard Tanner	Business/Community
Christy Moore	Teacher
Amy Simeone	Parent
Carolyn Fischer	Business/Community
Vilma Medrano	Education Support Employee
Gabriel Nieto	Business/Community
Julio Camacho	Business/Community

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

We evaluated the previous year's outcomes at the first SAC meeting for 2016-2017 school year.

b. Development of this school improvement plan

School Advisory Council shall serve as a resource to the principal and assist in the following:

1. Reviewing the results of any needs assessments conducted by the school administration and/or School Advisory Council subcommittee(s). Reviewing and implementing the School Improvement Plan, including such specific components of the plan as the educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance.

SY 2013-2014

2. Making recommendations to the principal regarding the expenditure of school improvement dollars.

3. Making recommendations to the principal regarding the creation of the school's operation budget including the allocation of district school funding for operation of the school.

4. Defining adequate progress and establishing appropriate benchmarks for each school goal.

a. Obtaining public input when defining adequate progress for school goals.

b. Notifying and requesting assistance from the School Board if the school requires help in order to make adequate progress in any single goal area.

5. Monitoring student and school progress in attaining goals and evaluating the appropriateness of the indicators of student progress and the strategies and evaluation procedures which are selected to measure student performance.

6. Reviewing, amending, or continuing the School Improvement Plan components annually.

7. Preparing and distributing information to the public to report the status of implementing the School Improvement Plan, the performance of students and educational programs, and progress in accomplishing the school goals.

8. Advising the principal on matters pertaining to the school program and curricular issues.

9. Initiating activities or programs that generate greater cooperation between the community and the

school.

10. Making recommendations on the waiver of Florida Statutes, State Board of Education Rules, or School Board of Lee County policies which will allow school personnel to establish innovative educational practices and methods.

11. Assisting in preparation of waivers for which the school is applying. The SAC must review waivers before they are forwarded to the Waiver Committee.

12. Assisting in the preparation of the school's Year End Review.

13. Collaborating with the school principal to come to an agreement on the final status of the School Improvement Plan.

SY 2013-2014

14. Electing a representative to serve on the District Advisory Council (DAC). Each SAC is responsible for electing a SAC member to serve on the DAC. SAC representatives serving on the DAC will be appointed for a one year term. Members will hold only one voting membership on the DAC.

15. Performing other duties and functions as specified in its operation guidelines and as requested by the principal or the School Board of Lee County.

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

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

The School Advisory Council is using school improvement funds to improve the communication system at Three Oaks Middle by purchasing new hand-held radios. The current radios are over 10 years old and their range is severely limited. Radios allow the school staff to quickly communicate with one another for issues concerning student safety, busing, PE, lunch, etc. The approximate budget is \$12, 000 dollars.

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
Carson, Mike	Principal
Harris, Connie	Teacher, K-12
Huber, Belinda	Assistant Principal
Menear, Marsha	Teacher, K-12
Barta, Richard	Assistant Principal
Kohlhauff, Sara	Teacher, K-12

b. Duties

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

- Assist school in achieving AYP goals
- Increase school grade
- Develop school-wide literacy initiatives
- Share strategies to content areas
- Provide writing strategies in all content areas

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.

Teachers meet weekly for Professional Development. During these meetings, teachers plan units based state educational standards and data. Lessons are based on data collected, deciding what needs to be taught, how to teach it and how to assess it student mastery of the standards.

Staff participates continued professional development workshops throughout the year.

Teachers are using the district's Castle program and Performance Matters to determine student mastery of standards and to assist in creating subject area intervention and enrichment activities.

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

At Three Oaks Middle, we support our staff by administering web-based staff surveys in order to retrieve stakeholder input. Pod leaders and School Leadership Team meetings are utilized for communication. Professional Learning Communities are implemented once a week for our administration and teaching staff to collaborate. Mentor programs and lesson studies are implemented to support new teachers and foster collaboration. The administration and the leadership team facilitates the Professional Learning Communities. Mr. Carson facilitates the monthly School Leadership Team meetings.

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

Teachers are supported by the following programs established with the Lee County School District; A.P.P.L.E.S., Staff Mentoring Programs, and Professional Learning Communities.

The rationale in pairing developing professionals with mentor teachers are: 1. Common subject area taught. 2. Needs and opportunities for developing professional with strengths of the mentor teacher. 3. Having a common time to meet, review, and plan.

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.

Teachers follow the Lee County School District's academic plans when preparing their units of study. From these units, lessons are developed on On-Course program so they are shared and reviewed by administration and staff. Administration can monitor these plans for alignment to academic outlines and listing of Florida standards.

Through the Professional Learning Communities, teachers collaboratively develop formative and summative assessments based on each subject area's standards.

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.

Data is collected on each student using Chapter Tests, STAR, and Castle. Teachers use the data to form remediation and/or enrichment groups. Teachers provide this through bell work as they continue to keep up with the Academic Plan as prescribed from the District.

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: 10,800

After school tutoring in the following academic areas; math, homework, science, Read Works, and Spanish.

Strategy Rationale

Students are able to attend one hour tutoring sessions to get assistance on standards not mastered. The tutors are Three Oaks teachers who are highly qualified in the area they tutor.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carson, Mike, mikesc@leeschools.net

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

Attendance is collected daily and analyzed two times per school year

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.

Guidance counselor visits the elementary school and presents program.

School Choice Open House in December allows parents to visit and ask about programs. Open House is held the Saturday before school opens to allow students to visit their classrooms and teachers.

Sixth grade camp provides students with activities that getting to know the school and classmates

before the school year begins.

Incoming students are invited to come to night where they can choose their elective courses and learn more about the various programs.

Counselor meets with all of the eight grade students to assist them with school choice for high school.

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.

Mentoring program

The curriculum supports college and career awareness with content area. Career Exploration and Technology class is offered to all of the students.

AVID Program

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

Career Exploration and Technology

Culinary Arts

Exploratories

After school tutoring

Mentoring program

Bricks4Kidz

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

N/A

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.

N/A

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of TOMS students will be supervised at all times.
- G2.** TOMS Students will increase student achievement with a cumulative total of 40% by focusing on teaching and learning
- G3.** Students with disabilities' incident referrals will decrease by 2% from the 2016-2017 school year.
- G4.** 100% of the student body, parents, and community will be aware of safety during parent pick up and drop off.

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. 100% of TOMS students will be supervised at all times. 1a

G083966

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Staff buy in

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use all available staff to the fullest potential
- Recognize staff for their efforts in supervising students

Plan to Monitor Progress Toward G1. 8

CASTLE Reports

Person Responsible

Richard Barta

Schedule

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

Evidence of Completion

Data will be compared to last year's data month by month

G2. TOMS Students will increase student achievement with a cumulative total of 40% by focusing on teaching and learning **1a**

G083967

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	5.0
ELA/Reading Gains District Assessment	4.0
ELA Achievement District Assessment	4.0
Math Lowest 25% Gains	3.0
Math Gains District Assessment	3.0
Statewide Science Assessment Achievement	8.0
Civics EOC Pass	7.0

Targeted Barriers to Achieving the Goal **3**

- Wide range of levels
- Student motivation and values
- No common research-based reading program for students scoring levels 3-5 on ELA FSA

Resources Available to Help Reduce or Eliminate the Barriers **2**

- PLCs- subject area teachers meet , by grade level to develop common assessments, analyze data, and develop lesson plans to meet the needs of all learners.

Plan to Monitor Progress Toward G2. **8**

Reading and Math STAR data

Person Responsible

Richard Barta

Schedule

Quarterly, from 10/14/2016 to 5/19/2017

Evidence of Completion

We will look at suggested grade level targets for math and reading for STAR data.

G3. Students with disabilities' incident referrals will decrease by 2% from the 2016-2017 school year. 1a

G083968

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2.0

Targeted Barriers to Achieving the Goal 3

- Behaviors cause a disruption to the learning environment
- Increased number of ESE/IS students in General Ed and Inclusion classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE Resource Room
- Full Time Behavioral Specialist
- Cool Down Pass for Students
- Restorative Justice

Plan to Monitor Progress Toward G3. 8

Monthly Referral Data

Person Responsible

Richard Barta

Schedule

On 5/26/2017

Evidence of Completion

Monthly numbers

G4. 100% of the student body, parents, and community will be aware of safety during parent pick up and drop off. 1a

G083969

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- County and state DOT will not permit a flashing light.
- Three Oaks Parkway is a busy 4-lane road with a speed limit of 45 MPH.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use Lee County Sheriff's Office to assist with ensuring drivers are following speed limit.

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 100% of TOMS students will be supervised at all times. **1**

 G083966

G1.B1 Staff buy in **2**

 B223114

G1.B1.S1 Discuss the benefits of reduced behavior issues **4**

 S235394

Strategy Rationale

Students are supervised and encouraged to behave in a positive manner

Action Step 1 **5**

Administration will develop a schedule for hallway coverage utilizing all available ataff.

Person Responsible

Richard Barta

Schedule

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

Evidence of Completion

the schedule, daily checks

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

Monthly checks

Person Responsible

Richard Barta

Schedule

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

Evidence of Completion

Observations

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

Monthly checks

Person Responsible

Richard Barta

Schedule

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

Evidence of Completion

Observations

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

Hallway Referrals

Person Responsible

Richard Barta

Schedule

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

Evidence of Completion

Monthly CASTLE Reports

G2. TOMS Students will increase student achievement with a cumulative total of 40% by focusing on teaching and learning **1**

 G083967

G2.B1 Wide range of levels **2**

 B223115

G2.B1.S1 Teachers will assess students biweekly and enter scores per standard into a computer DATA program to determine the needs **4**

 S235395

Strategy Rationale

Teachers will use information to drive instruction

Action Step 1 **5**

Lesson plans will be checked randomly

Person Responsible

Belinda Huber

Schedule

Every 3 Weeks, from 8/22/2016 to 5/26/2017

Evidence of Completion

Spiral Review(remediation) of concepts already taught but not mastered by students

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

Classroom Lessons

Person Responsible

Mike Carson

Schedule

Semiannually, from 10/3/2016 to 4/28/2017

Evidence of Completion

Walk Through Evaluations

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

Re-evaluation of concepts

Person Responsible

Richard Barta

Schedule

Quarterly, from 9/30/2016 to 5/26/2017

Evidence of Completion

STAR DATA

G2.B3 No common research-based reading program for students scoring levels 3-5 on ELA FSA 2

 B223117

G2.B3.S1 Use different programs such as Read Works, Collections, CClose Read, and Compass Learning 4

 S235397

Strategy Rationale

These programs can be used to meet individual needs of students.

Action Step 1 5

ELA teachers will meet in PLCs to discuss Data and programs to use

Person Responsible

Belinda Huber

Schedule

Monthly, from 8/19/2016 to 5/26/2017

Evidence of Completion

STAR Data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

PLC agendas

Person Responsible

Belinda Huber

Schedule

Monthly, from 8/19/2016 to 5/26/2017

Evidence of Completion

discussions on programs and what standards will be used and how they will be used to meet various levels

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

STAR DATA

Person Responsible

Belinda Huber

Schedule

Quarterly, from 8/19/2016 to 5/26/2017

Evidence of Completion

Compare STAR data each quarter to determine if programs are increasing student reading levels

G3. Students with disabilities' incident referrals will decrease by 2% from the 2016-2017 school year. 1

G083968

G3.B1 Behaviors cause a disruption to the learning environment 2

B223118

G3.B1.S1 Teachers of students with IEP/BIP will be given detailed lists of strategies to be used with individuals before referrals are to be written. 4

S235398

Strategy Rationale

If teachers are provided with the list, they will implement ESE strategies to reduce classroom disruptions.

Action Step 1 5

Teachers will have copies students' needs and strategies to be used before referrals are to be written.

Person Responsible

Richard Barta

Schedule

Quarterly, from 8/12/2016 to 5/26/2017

Evidence of Completion

copy of the report

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

Evidence will be written on referral if one is given. Teachers will keep list of strategies used in classrooms.

Person Responsible

Richard Barta

Schedule

Quarterly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Documentation will be written on referral

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

Monthly referral reports

Person Responsible

Richard Barta

Schedule

Monthly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Monthly referral reports

G3.B2 Increased number of ESE/IS students in General Ed and Inclusion classrooms. 2

 B223119

G3.B2.S1 Create an ESE Resource Room 4

 S235399

Strategy Rationale

Teachers will be more equipped with strategies for ESE students.

Action Step 1 5

ESE Resource Room

Person Responsible

Richard Barta

Schedule

Quarterly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Resource Slips Logged in

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Collect data on number of ESE referrals monthly

Person Responsible

Richard Barta

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Monthly Referral Repot

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monthly Referral Report of ESE Students

Person Responsible

Richard Barta

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Monthly Report of 2% Decrease from 2016-2017 referrals.

G4. 100% of the student body, parents, and community will be aware of safety during parent pick up and drop off. 1

G083969

G4.B1 County and state DOT will not permit a flashing light. 2

B223120

G4.B1.S1 Inform community of the importance of driving safely during student drop-off and pick up times. 4

S235400

Strategy Rationale

Reaching out to the community will make them more informed and more likely to drive cautiously in the school zone.

Action Step 1 5

School will inform the local community through ParentLink, Website, and Twitter

Person Responsible

Richard Barta

Schedule

Monthly, from 8/10/2016 to 5/29/2017

Evidence of Completion

copies of communications.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress and response will be discussed at PTO, SAC, and DAC meetings monthly.

Person Responsible

Richard Barta

Schedule

Monthly, from 2/5/2016 to 6/6/2016

Evidence of Completion

Copies of letters and meeting minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Responses to letters, visits from District and Legislators, possible installation of flashing light

Person Responsible

Richard Barta

Schedule

Monthly, from 2/5/2016 to 6/6/2016

Evidence of Completion

Copies of responses, meeting minutes, visitation logs

G4.B2 Three Oaks Parkway is a busy 4-lane road with a speed limit of 45 MPH. 2

 B223121

G4.B2.S1 Request Sheriff's office increase traffic patrols around the school. 4

 S235401

Strategy Rationale

Encourage drivers to follow posted speed limit.

Action Step 1 5

Person Responsible





Schedule

Evidence of Completion

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					
G4.MA1 M308510	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.A1 A303443	[no content entered]		No Start Date		No End Date one-time
G4.B1.S1.MA1 M308508	Responses to letters, visits from District and Legislators, possible installation of flashing light	Barta, Richard	2/5/2016	Copies of responses, meeting minutes, visitation logs	6/6/2016 monthly
G4.B1.S1.MA1 M308509	Progress and response will be discussed at PTO, SAC, and DAC meetings monthly.	Barta, Richard	2/5/2016	Copies of letters and meeting minutes	6/6/2016 monthly
G2.B1.S1.MA1 M308499	Classroom Lessons	Carson, Mike	10/3/2016	Walk Through Evaluations	4/28/2017 semiannually
G2.MA1 M308502	Reading and Math STAR data	Barta, Richard	10/14/2016	We will look at suggested grade level targets for math and reading for STAR data.	5/19/2017 quarterly
G1.MA1 M308497	CASTLE Reports	Barta, Richard	8/10/2016	Data will be compared to last year's data month by month	5/26/2017 monthly
G3.MA1 M308507	Monthly Referral Data	Barta, Richard	8/12/2016	Monthly numbers	5/26/2017 one-time
G1.B1.S1.MA1 M308494	Hallway Referrals	Barta, Richard	8/10/2016	Monthly CASTLE Reports	5/26/2017 quarterly
G1.B1.S1.MA1 M308495	Monthly checks	Barta, Richard	8/10/2016	Observations	5/26/2017 monthly
G1.B1.S1.MA1 M308496	Monthly checks	Barta, Richard	8/10/2016	Observations	5/26/2017 monthly
G1.B1.S1.A1 A303436	Administration will develop a schedule for hallway coverage utilizing all available ataff.	Barta, Richard	8/10/2016	the schedule, daily checks	5/26/2017 daily
G2.B1.S1.MA1 M308498	Re-evaluation of concepts	Barta, Richard	9/30/2016	STAR DATA	5/26/2017 quarterly
G2.B1.S1.A1 A303437	Lesson plans will be checked randomly	Huber, Belinda	8/22/2016	Spiral Review(remediation) of concepts already taught but not mastered by students	5/26/2017 every-3-weeks
G2.B3.S1.MA1 M308500	STAR DATA	Huber, Belinda	8/19/2016	Compare STAR data each quarter to determine if programs are increasing student reading levels	5/26/2017 quarterly
G2.B3.S1.MA1 M308501	PLC agendas	Huber, Belinda	8/19/2016	discussions on programs and what standards will be used and how they will be used to meet various levels	5/26/2017 monthly
G2.B3.S1.A1 A303439	ELA teachers will meet in PLCs to discuss Data and programs to use	Huber, Belinda	8/19/2016	STAR Data	5/26/2017 monthly
G3.B1.S1.MA1 M308503	Monthly referral reports	Barta, Richard	8/12/2016	Monthly referral reports	5/26/2017 monthly
G3.B1.S1.MA1 M308504	Evidence will be written on referral if one is given. Teachers will keep list of strategies used in...	Barta, Richard	8/12/2016	Documentation will be written on referral	5/26/2017 quarterly
G3.B1.S1.A1 A303440	Teachers will have copies students' needs and strategies to be used before referrals are to be...	Barta, Richard	8/12/2016	copy of the report	5/26/2017 quarterly

Lee - 0821 - Three Oaks Middle School - 2016-17 SIP
Three Oaks Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1  M308505	Monthly Referral Report of ESE Students	Barta, Richard	9/19/2016	Monthly Report of 2% Decrease from 2016-2017 referrals.	5/26/2017 monthly
G3.B2.S1.MA1  M308506	Collect data on number of ESE referrals monthly	Barta, Richard	9/19/2016	Monthly Referral Report	5/26/2017 monthly
G3.B2.S1.A1  A303441	ESE Resource Room	Barta, Richard	9/19/2016	Resource Slips Logged in	5/26/2017 quarterly
G4.B1.S1.A1  A303442	School will inform the local community through ParentLink, Website, and Twitter	Barta, Richard	8/10/2016	copies of communications.	5/29/2017 monthly

V. Professional Development Opportunities

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

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	Administration will develop a schedule for hallway coverage utilizing all available ataff.	\$0.00
2	G2.B1.S1.A1	Lesson plans will be checked randomly	\$0.00
3	G2.B3.S1.A1	ELA teachers will meet in PLCs to discuss Data and programs to use	\$0.00
4	G3.B1.S1.A1	Teachers will have copies students' needs and strategies to be used before referrals are to be written.	\$0.00
5	G3.B2.S1.A1	ESE Resource Room	\$0.00
6	G4.B1.S1.A1	School will inform the local community through ParentLink, Website, and Twitter	\$0.00
7	G4.B2.S1.A1		\$0.00
Total:			\$0.00