



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Three Oaks Middle School

18500 3 OAKS PKWY

Fort Myers, FL 33967

239-267-5757

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

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
52%

Alternative/ESE Center
No

Charter School
No

Minority Rate
40%

School Grades History

2013-14
A

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Three Oaks Middle School

Principal

Michael Carson

School Advisory Council chair

Jennifer Owens

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Carson	Principal
Laura Campbell	Art
Jennifer MacLeod	Technology
Connie Harris	Language Arts
Lynsey Hollenbeck	Exceptional Student Education
Lillian Rossi	GUIDance
Ina Prescod	Health
Janeen Scotti	Media
Mary Stead	Math
James Knecht	Band
Pamela Forsyth	Physical Education
Rachel Stokes	Reading
Jason Laux	Science
Richard Summers	Social Studies
Sara Lane	Spanish

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The principal shall ensure that the membership for the School Advisory Council (SAC) shall be representative of, and closely proportional to, the ethnic, racial, gender and economic community served by the school, which in Lee County's case is the school's zone. Councils shall include the principal, parents, (as well as parents of traditionally under-represented groups) teachers, support personnel, students where appropriate, community members, and representatives of community businesses. A minimum of two representatives from the school's parent organization will be included. The two parent advisory group representatives will be elected by the parent population within the school's parent advisory group. There should also be a minimum of two teachers, two support personnel, two students (for high schools), one community representative, one business representative, and the principal. These minimums will be effective for the SAC council selected for SY 2013-2014. The school must have 51% of the School Advisory Council members be non-SCHOOL DISTRICT EMPLOYEES. The percent of minority representation on the SAC must be within + or - 10 percentage points of the ZONE minority populations; Black, Hispanic, and other. The exceptions to this are the barrier island schools. Since these schools serve only their specific island, these schools must be within + or - 10% of their school minority population.

SAC Chair & PTO Liaison: Jen Owens

SAC School Liaison: Jennifer Kuehl

Administration: Mike Carson

Business: Dr. Tom Roberts, Florida Gulf Coast University (FGCU)

Community: April Milby, Summit Church

Nicole Fisher, FGCU Intern

Edward Livesay, FGCU Intern

Parents: Patti Tice, and Christine Goll

Teachers: Kevin Mullings, Carole Muscat

Support Staff: April McGarry

Secretary: Carol Mount

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

- Approve the School Improvement Plan Draft before submitting to the School Board
- Present information and presentations at the District Advisory Committee.
- Approve use of school improvement funds
- Approve and adopt school dress code procedures

Projected use of school improvement funds, including the amount allocated to each project

At this time, there are no school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Carson		
Principal	Years as Administrator: 13	Years at Current School: 21
Credentials	Masters Degree in Educational Leadership with 28 years of experience	
Performance Record	<p>Mr. Carson has professional certification in the areas of School Principal and Physical Education 6-12 and K-8. His certificate endorsements include Adaptive Physical Education and ESOL.</p> <p>Mr. Carson has contributed to increasing student academic achievement by providing professional development, conducting research based committees for the faculty, providing academic resources, supervising student assessments, conducting classroom walkthroughs, facilitating Individual Personal Development Plans, and placing students in appropriate classes. Three Oaks Middle has maintained its "A" status for three years in a row under his leadership.</p>	

Belinda Huber		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Masters Degree in Educational Leadership, Bachelors Degree in Elementary Education 1-6, Early Childhood Certification K-3, Reading Endorsed K-12.	
Performance Record	<p>Mrs. Huber has taught for two years in Seminole County ,Florida plus twenty five years in education in the Lee County School District. She is certified in Educational Leadership, Elementary Education, Early Childhood Education, Reading and ESOL Endorsed. For the past 5 years, Mrs. Huber served as a Secondary Reading Coach for Curriculum and Staff Development. While serving Caloosa and Diplomat Middle Schools, Mrs. Huber worked to increase student achievement in the area of Reading by conducting numerous professional development sessions both school wide and throughout the District. While serving at Caloosa Middle School, Mrs. Huber was instrumental in helping CMS achieve and maintain their A+ status for seven years in a row. While at Diplomat this past year, Mrs. Huber worked to increase the reading proficiencies level of the Economically Disadvantage and the Hispanic population. DMS achieve an A+ status for the 2009-2010 school year. During the last two as an administrator at Three Oaks Middle, the school earned an "A".</p>	

Nathan Pugh		
Asst Principal	Years as Administrator: 3	Years at Current School: 8
Credentials	Masters Degree in Educational Leadership Mr. Pugh has professional certification in elementary education, math, and science.	
Performance Record	Three Oaks Middle scored above the district average in math for eight years in a row, and he was instrumental in accomplishing this task. Mr. Pugh, as a member of the math department, facilitated the achievement of meeting AYP during the 2010-2011 school year. Three Oaks Middle also earned an "A" during the same school year. Before joining the administrative team, Mr. Pugh has served on various committees, such as the SAC, DAC, School Recognition, Safety, Discipline, PBS, and RTI committee. He also served on the bargaining team for the district.	

Instructional Coaches

# of instructional coaches	1	
# receiving effective rating or higher	(not entered because basis is < 10)	
Instructional Coach Information:		
Peggy Binoniemi		
Part-time / District-based	Years as Coach: 5	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Certification: Professional Educator's Certification, BS in Education, Reading Endorsed	
Performance Record	Eleven Years in Lee County School District Second Year at Three Oaks Middle School	

Classroom Teachers

# of classroom teachers	53
# receiving effective rating or higher	53, 100%
# Highly Qualified Teachers	96%
# certified in-field	52, 98%

ESOL endorsed

12, 23%

reading endorsed

11, 21%

with advanced degrees

21, 40%

National Board Certified

0, 0%

first-year teachers

3, 6%

with 1-5 years of experience

17, 32%

with 6-14 years of experience

18, 34%

with 15 or more years of experience

16, 30%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Three Oaks Middle School does not have any instructional staff and or paraprofessional that was out of field and who received less than effective ratings. 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 Rtl 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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Michael S.Carson, Principal

Nathan Pugh, Assistant Principal

Belinda Huber, Assistant Principal

Jennifer Kuehl, MTSS Chairman/Equity Coordinator

Lynsey Hollenbeck, ESE Department Chairman

Dr. Elizabeth Cooper, Speech/Language Pathologist

Robin Clark, School Psychologist

Lillian Rossi, Guidance

Dorothy Lauber, Social Worker

Barb Young, Staffing Specialist

All General Education Teachers that pertain to the student

Parent(s) of student

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team assists with the continuous analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Three Oaks Middle School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the MTSS process for all students. The teams 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.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the MTSS process and research based practices to support the academic and behavioral needs of students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 6,480

After school tutoring in the following academic areas; math, homework, FCAT prep, science, Teen Blz, and spanish.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance is collected daily and analyzed two times per school year

Who is responsible for monitoring implementation of this strategy?

Equity Coordinator at Three Oaks Middle School and District Equity and Standards department.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michael Carson	Principal
Belinda Huber	Assistant Principal
Nathan Pugh	Assistant Principal
Jennifer Kuehl	Social Communications
Lillian Rossi	Guidance
Peggy Binoniemi	Reading Coach
Debbie Fite	Reading

Name	Title
Darlene Jarvi	Reading

How the school-based LLT functions

Annual survey of students
 Identify AYP students
 Identify barriers to high achievement in Math, Science and Reading Brainstorm ideas to improve school academic achievement
 Monthly meetings

Major initiatives of the LLT

Assist school in achieving AYP goals
 Increase school grade
 Develop school-wide literacy initiatives
 Share strategies to content areas
 Writing strategies in a ll content areas
 Teen Biz implemented in all content areas

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

School wide pre-school in-service on CUCC and QAR.
 Reading strategy posters for each classroom.
 Weekly Accelerated Reading and content area activities
 20 minutes of silent reading daily in all classes.
 Teen Biz implemented in various content areas and accessible at home.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Career Exploration and Technology
 Exploratories
 After school tutoring
 Mentoring program
 Bricks4Kidz

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Mentoring program

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	75%
American Indian				
Asian	78%	75%	No	80%
Black/African American	58%	44%	No	63%
Hispanic	61%	55%	Yes	65%
White	78%	74%	No	81%
English language learners	28%	18%	No	36%
Students with disabilities	50%	36%	No	55%
Economically disadvantaged	65%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	272	31%	36%
Students scoring at or above Achievement Level 4	308	34%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	533	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	137	62%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	94%	97%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	82%	85%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	94%	97%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	147	50%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	69%	No	81%
American Indian				
Asian	78%	90%	Yes	80%
Black/African American	65%	49%	No	69%
Hispanic	72%	56%	No	75%
White	83%	77%	No	85%
English language learners	39%	44%	Yes	45%
Students with disabilities	60%	39%	No	64%
Economically disadvantaged	73%	56%	No	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	26%	31%
Students scoring at or above Achievement Level 4	381	43%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		41%
Students scoring at or above Level 7	[data excluded for privacy reasons]		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	666	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	133	60%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	64	83%	40%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	24%	27%
Students scoring at or above Achievement Level 4	63	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		53%
Students scoring at or above Level 7	[data excluded for privacy reasons]		3%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		9
Participation in STEM-related experiences provided for students	250	28%	30%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	5%	2%
Students who fail a mathematics course	30	4%	1%
Students who fail an English Language Arts course	18	3%	1%
Students who fail two or more courses in any subject	26	3%	1%
Students who receive two or more behavior referrals	145	11%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	85	10%	9%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
28 phone calls/ emails/ Parent Link/School web site contacts			

Goals Summary

- G1.** Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning.

Goals Detail

G1. Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Professional Learning Communities (PLC)
- Training on Implementation of PLC's
- Teen Biz
- Edge
- Professional Development
- Media Center

Targeted Barriers to Achieving the Goal

- Reading in the Content area buy- in
- Wide range of reading levels
- Student motivation or values
- Economic Status and Cultural Expectations

Plan to Monitor Progress Toward the Goal

Student assessments, grades, discipline and attendance records

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

weekly

Evidence of Completion:

Increase in student academic performance and attendance Decrease in discipline referrals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning.

G1.B2 Reading in the Content area buy- in

G1.B2.S1 Provide weekly Professional Learning Communities to the instructional staff in the area of reading and writing.

Action Step 1

Reading and Writing Strategies

Person or Persons Responsible

Reading Coach, Department Heads

Target Dates or Schedule

PLC's and Department meetings

Evidence of Completion

agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Classroom walk throughs, review of lesson plans, formal and informal observations

Person or Persons Responsible

Administration and Department Heads

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans, formal and informal observations

Plan to Monitor Effectiveness of G1.B2.S1

Student Performance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Performance Matters data collection, unit assessments, and student grades

G1.B2.S2 Model and implement reading strategies in all content areas with the support of the reading teachers and reading coach.

Action Step 1

Reading Strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Based on teacher need

Evidence of Completion

Lesson plans, classroom observations, and reading coach calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Monitoring of implementation of reading strategies

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

weekly

Evidence of Completion

informal evaluations

Plan to Monitor Effectiveness of G1.B2.S2

Student performance on reading based content area activities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters data, Teen Biz data, and student grades

G1.B3 Wide range of reading levels

G1.B3.S1 Review weekly grade reports, baseline assessments, attendance reports, and discipline records of the students not passing

Action Step 1

Teen Biz assessments as student grade level and performance level

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

weekly

Evidence of Completion

Teen Biz reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teen Biz Assessments

Person or Persons Responsible

Reading teachers and Reading coach

Target Dates or Schedule

weekly

Evidence of Completion

Teen Biz reports

Plan to Monitor Effectiveness of G1.B3.S1

Teen Biz Assessments

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Student learning gains

G1.B5 Student motivation or values

G1.B5.S1 Differentiated Instruction, hands on learning activities, and instructional field trips and assemblies.

Action Step 1

Materials, instruction, and educational experiences will be provided based on student performance levels

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, student grades, informal and formal observations, activity and field trip requests

Facilitator:

Administration, District Employees, and other agencies

Participants:

Instructional staff and students

Plan to Monitor Fidelity of Implementation of G1.B5.S1

formal and informal observations

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

lesson plan and activity request forms

Plan to Monitor Effectiveness of G1.B5.S1

Increase in student performance and active classroom participation

Person or Persons Responsible

Instructional staff and Administration

Target Dates or Schedule

bi- weekly

Evidence of Completion

student grades, attendance, student and teacher assessments, and lesson plans

G1.B6 Economic Status and Cultural Expectations

G1.B6.S1 Presentations at Parent Teacher Organization in the areas of Common Core, writing, In Sync, technology, and community partners

Action Step 1

Bi- Lingual presentations on middle school curriculum

Person or Persons Responsible

Instructional Staff, District, Staff and Community Partners

Target Dates or Schedule

four times a year

Evidence of Completion

PTO minutes, sign in sheets, and agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Attendance

Person or Persons Responsible

PTO secretary and Administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets and meeting minutes

Plan to Monitor Effectiveness of G1.B6.S1

Increase in student performance and parent involvement

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Sign in sheets and student grades

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning.

G1.B5 Student motivation or values

G1.B5.S1 Differentiated Instruction, hands on learning activities, and instructional field trips and assemblies.

PD Opportunity 1

Materials, instruction, and educational experiences will be provided based on student performance levels

Facilitator

Administration, District Employees, and other agencies

Participants

Instructional staff and students

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, student grades, informal and formal observations, activity and field trip requests

Appendix 2: Budget to Support School Improvement Goals