2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Hammock Middle School

5321 TICE ST
Fort Myers, FL 33905
239-693-0469
http://ohm.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

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
Oak Hammock Middle School

Principal
Clayton Simmons

School Advisory Council chair
Kristin Davie

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

Name	Title
Clayton Simmons	Principal
Jennifer Sneddon	Assistant Principal
Kenneth Wallace	Assistant Principal
Michael Amabile	Assistant Principal

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

Membership for the School Advisory Council (SAC) is representative of the ethnic, racial, gender and economic community served by Oak Hammock Middle School. The council includes the principal, parents, teachers, support personnel, community members, and representatives of community businesses. There are two representatives from Oak Hammock's parent organization, who has been elected President and Secretary.
President - Brenda Engstrom
Vice President - James Eaton
Secretary - Carolyn Tozzo

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

SAC will meet quarterly and review topics that are important for families to know: Parent Compact, Title I, Family Nights, after school activities, book fair, and summative data comparing Oak Hammock to other schools in the district. The SAC will make recommendations

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

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

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

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Clayton Simmons		
Principal	Years as Administrator: 12	Years at Current School: 6

Credentials	Master's in Education from Nova Southeastern University Bachelor's of Science in Education from University of South Florida
Performance Record	2012-2013: Principal - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Principal - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Principal - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Principal - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67% 2008-2009: Principal - Oak Hammock Middle Grade C High Standards: Reading: 59% Math: 51% Writing: 87% Science: 20% 2007-2008: Interim Principal - Riverdale Middle/Oak Hammock Middle High Standards: Reading: 45% Math: 56% Writing: 89% Science: 35% 2006-2007: Assistant Principal - Lexington Middle Grade B High Standards: Reading: 68% Math: 61% Writing: 93% Science: 44% 2005-2006: Assistant Principal - Lexington Middle Grade B High Standards: Reading: 64% Math: 52% Writing: 83% 2004-2005: Assistant Principal - Three Oaks Middle Grade B High Standards: Reading: 58% Math: 64% Writing: 86% 2003-2004: Assistant Principal - Three Oaks Middle Grade A High Standards: Reading: 61% Math: 66% Writing: 91%

Michael Amabile		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master's in Educational Leadership from Nova Southeastern University Bachelor of Science in Physical Education from Western Michigan University
Performance Record	NA

Kenneth Wallace		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Master's in Educational Leadership from Nova Southeastern University Bachelor of Science in Elementary Education from Western Illinois
Performance Record	2012-2013: Assistant Principal - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Assistant Principal - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Assistant Principal - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71%

Jennifer Sneddon		
Asst Principal	Years as Administrator: 6	Years at Current School: 6

Credentials	Educational Specialist in Educational Leadership from Nova Southeastern University Master's in Curriculum and Instruction from University of Florida Bachelor of Science in Economics from University of South Florida
Performance Record	2012-2013: Assistant Principal - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Assistant Principal - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Assistant Principal - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Assistant Principal - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67% 2008-2009: Assistant Principal - Oak Hammock Middle Grade C High Standards: Reading: 59% Math: 51% Writing: 87% Science: 20% 2007-2008: Interim Assistant Principal - Riverdale Middle/Oak Hammock Middle High Standards: Reading: 45% Math: 56% Writing: 89% Science: 35%

Instructional Coaches

# of instructional coaches
5

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Jana Holcomb		
Part-time / School-based	Years as Coach: 3	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Bachelor's of Science in Education from Ashland University Certifications: Reading Endorsement, ESOL Endorsement, English 5-9, Social Sciences 5-9
Performance Record	2012-2013: Reading Coach/Teacher - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Reading Coach/Teacher - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Reading Coach/Teacher - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Reading Teacher - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67% 2008-2009: Reading Teacher - Oak Hammock Middle Grade C High Standards: Reading: 59% Math: 51% Writing: 87% Science: 20%

David Howdyshell		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	Mathematics
Credentials	Bachelor's of Arts in Middle Childhood Education from Cedarville University Certification: Mathematics 5-9, English 5-9
Performance Record	2012-2013: Math Teacher - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Math Teacher - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57%

Amberle Eaker		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	Reading/Literacy
Credentials	Bachelor's Degree of Language Arts and Elementary Education from Baker College. Certification: Elementary Education (K-6) and Middle Grades Language Arts (gr.5-9)
Performance Record	2012-2013: Language Arts Teacher/Department Head - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Language Arts Teacher - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Language Arts Teacher - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Language Arts Teacher - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67%

Jill Cooke		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5

Areas	Science
Credentials	Bachelor's of Science in Health Science Education for the University of Florida Certification: K-12 Health, Science 5-9
Performance Record	2012-2013: Teacher Leader under TIF Grant/Teacher - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Science Teacher - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Science Teacher - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Science Teacher - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67% 2008-2009: Science Teacher - Oak Hammock Middle Grade C High Standards: Reading: 59% Math: 51% Writing: 87% Science: 20%

Melissa VonHagen		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5

Areas	Mathematics
Credentials	Bachelor's in Criminal Justice from Florida International University Certification: Mathematics 5-9
Performance Record	2012-2013: Math Coach/Teacher - Oak Hammock Middle Grade C (538 points) High Standards: Reading: 49% Math: 54% Writing: 35% Science: 31% Learning Gains: Reading: 67% Math: 80% Lowest 25% Learning Gains: Reading 65% Math 73% 2011-2012: Math Coach/Teacher - Oak Hammock Middle Grade C (474 points) High Standards: Reading: 43% Math: 41% Writing: 65% Science: 32% Learning Gains: Reading: 58% Math: 56% Lowest 25% Learning Gains: Reading 62% Math 57% 2010-2011: Math Teacher - Oak Hammock Middle Grade B (505 points) High Standards: Reading: 60% Math: 62% Writing: 74% Science: 39% Learning Gains: Reading: 61% Math: 70% Lowest 25% Learning Gains: Reading 68% Math 71% 2009-2010: Math Teacher - Oak Hammock Middle Grade C (461 points) High Standards: Reading: 58% Math: 52% Writing: 81% Science: 22% Learning Gains: Reading: 61% Math: 61% Lowest 25% Learning Gains: Reading 59% Math 67% 2008-2009: Math Teacher - Oak Hammock Middle Grade C High Standards: Reading: 59% Math: 51% Writing: 87% Science: 20%

Classroom Teachers

# of classroom teachers
63

 # receiving effective rating or higher
57, 90%

 # Highly Qualified Teachers
0%

 # certified in-field
, 0%

 # ESOL endorsed
14, 22%

 # reading endorsed
16, 25%

 # with advanced degrees
20, 32%

 # National Board Certified
0, 0%

 # first-year teachers
6, 10%

 # with 1-5 years of experience
30, 48%

 # with 6-14 years of experience
20, 32%

 # with 15 or more years of experience
7, 11%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

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

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

Mentor teacher and mentee paired according to subject and grade level; Planning lessons with mentee; Incorporate targeted teaching strategies; Modeling or co-teaching lessons; Observation of

mentee's instruction and providing feedback; Coordinating mentee with PLC; Meeting quarterly with mentee and administration; Monitoring student progress

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 Problem-Solving team at Oak Hammock Middle School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

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

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

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

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

behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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: Before or After School Program

Minutes added to school year: 6,840

The after school tutoring program will give students extra time after school three days a week to work with highly qualified teachers in reading, mathematics, and writing. TeenBiz is offered Monday through Wednesday to increase Lexile levels of our students. Math is offered Monday and Wednesday in all areas, including algebra.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

Kristin Davie

Literacy Leadership Team (LLT)

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

Name	Title
Jana Holdcomb	Reading Coach/Teacher
Cassandra Davis	Reading Department Head/Teacher
Kathy Cintron	Reading Teacher
Steven Wylie	Language Arts Teacher
Rich Chechilo	Math Teacher
Emily Tyler	Social Studies Department Head/ Teacher
Jill Cooke	Lead Teacher/ Science

How the school-based LLT functions

The LLT meets monthly to discuss increasing rigor within the school, the culminating school-wide activity for "One Book One School", strategies that can be used in the content area to support reading, and professional development on high yield reading strategies.

Major initiatives of the LLT

One Book One School school
Model Classrooms - Reading strategies

Every Teacher Contributes to Reading Instruction

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

The LLT, comprised of a cross section of faculty, help grow department wide literacy strategies across all disciplines in all classrooms.
The student literacy team assists in the development and implementation of classroom literacy strategies;
Teacher evaluations include a provision for teaching reading strategies to students;
Each teacher completes on Comprehensive Instructional Sequence (CIS) reading module per quarter.
TeenBiz 3000 is used throughout the content areas.
School-wide focus on reading elements, specifically text features.
Novels being used in content areas as they relate to their subject.

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

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

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

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

Strategies for improving student readiness for the public postsecondary level

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

other postsecondary options, and available scholarships and requirements, including Gold Seal, Florida Medallion, and Bright Futures.

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	53%	49%	No	58%
American Indian				
Asian	73%	92%	Yes	75%
Black/African American	41%	33%	No	47%
Hispanic	45%	45%	Yes	51%
White	67%	60%	No	70%
English language learners	27%	20%	No	34%
Students with disabilities	28%	14%	No	36%
Economically disadvantaged	48%	44%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	312	29%	32%
Students scoring at or above Achievement Level 4	194	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	712	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	690	65%	68%

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)	42	45%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	12%	15%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	25%	28%

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	112	33%	36%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	53%	54%	Yes	58%
American Indian				
Asian	77%	100%	Yes	79%
Black/African American	39%	39%	Yes	45%
Hispanic	49%	50%	Yes	54%
White	63%	67%	Yes	66%
English language learners	33%	37%	Yes	40%
Students with disabilities	26%	18%	No	33%
Economically disadvantaged	48%	49%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	292	27%	30%
Students scoring at or above Achievement Level 4	270	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	850	80%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	775	73%	76%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	95	64%	67%
Middle school performance on high school EOC and industry certifications	95	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	42%	45%
Students scoring at or above Achievement Level 4	54	57%	60%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	18%	21%
Students scoring at or above Achievement Level 4	41	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	71		110
Participation in STEM-related experiences provided for students	71	7%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	102	96%	97%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	2	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	6%	5%
Students who fail a mathematics course	41	4%	3%
Students who fail an English Language Arts course	8	1%	0%
Students who fail two or more courses in any subject	25	2%	1%
Students who receive two or more behavior referrals	215	20%	18%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	106	10%	8%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA)

- Algebra 1 EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS - Middle School

Resources Available to Support the Goal

- Achieve3000/TeenBiz

- SpringBoard

- EDGE

- Professional Learning Communities

- Reading/Academic Coach

- Renaissance Place/STAR Reading

- Model Classrooms

- Reading Logs

- Reading Enrichment Activities

- Mathematics Academic Coach

- TIF Teacher Leaders

Targeted Barriers to Achieving the Goal

- New teachers lack of experience

- Focus on rigor

Plan to Monitor Progress Toward the Goal

Common Course Assessmnets, Weekly PLC Meetings, Quarterly Data Chats

Person or Persons Responsible

Administration, Coaches, Lead Teachers

Target Dates or Schedule:

Weekly, Quarterly

Evidence of Completion:

Data, Minutes/Notes

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B3 New teachers lack of experience

G1.B3.S4 Weekly PLC meetings with experienced teachers

Action Step 1

Lesson planning, collaborating on best practices/high yield strategies, progress monitoring of student data on standards

Person or Persons Responsible

Peer teacher/Mentee

Target Dates or Schedule

every Wednesday

Evidence of Completion

PLC agenda and minutes; lesson plans; data meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Focus on rigor

G1.B4.S2 Assess Formative Data at weekly Professional Learning Communities.

Action Step 1

Require staff members to bring formative assessment data to weekly PLC's and share data and best practices.

Person or Persons Responsible

Coaches, PLC Facilitators, PLC Members

Target Dates or Schedule

Weekly

Evidence of Completion

The will be shown on the weekly PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Ensure that PLC members are bringing formative assessment data to weekly meetings.

Person or Persons Responsible

Coach, PLC Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Through sharing best practices, data at the quarterly data meetings, and ultimately the FCAT.

Plan to Monitor Effectiveness of G1.B4.S2

We will explore the success of the students on the Summative Assessments.

Person or Persons Responsible

Coaches, PLC Facilitators, PLC Members

Target Dates or Schedule

Weekly

Evidence of Completion

By the success of our students on the upcoming FCAT.

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, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

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

Title II, Part A

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

Title III

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

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of
communication and encourage cooperation between programs.

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.

Appendix 2: Budget to Support School Improvement Goals