

The School District of Lee County

Three Oaks Elementary School



2021-22 Schoolwide Improvement Plan

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Three Oaks Elementary School

19600 CYPRESS VIEW DR, Fort Myers, FL 33967

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

Demographics

Principal: Tami Lemaster

Start Date for this Principal: 9/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (66%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Three Oaks Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Provide the school's vision statement.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
LeMaster, Tami	Principal	
Hill, Kelley	Assistant Principal	

Demographic Information

Principal start date

Monday 9/20/2021, Tami Lemaster

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

988

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	162	164	169	165	152	176	0	0	0	0	0	0	0	988
Attendance below 90 percent	6	8	4	15	8	14	0	0	0	0	0	0	0	55
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	1	3	8	8	6	7	0	0	0	0	0	0	0	33
Course failure in Math	1	1	1	4	8	10	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	19	21	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	24	26	0	0	0	0	0	0	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	2	8	18	22	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	1	7	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	57%	57%	75%	55%	56%
ELA Learning Gains				58%	56%	58%	61%	53%	55%
ELA Lowest 25th Percentile				44%	50%	53%	48%	47%	48%
Math Achievement				79%	62%	63%	81%	61%	62%
Math Learning Gains				77%	65%	62%	68%	59%	59%
Math Lowest 25th Percentile				63%	54%	51%	53%	46%	47%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement				74%	52%	53%	75%	54%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	58%	20%	58%	20%
Cohort Comparison						
04	2021					
	2019	67%	55%	12%	58%	9%
Cohort Comparison		-78%				
05	2021					
	2019	77%	54%	23%	56%	21%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	61%	11%	62%	10%
Cohort Comparison						
04	2021					
	2019	81%	62%	19%	64%	17%
Cohort Comparison		-72%				
05	2021					
	2019	85%	58%	27%	60%	25%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	75%	50%	25%	53%	22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data was collected through a quarterly progress monitoring cycle, which included instruments such as STAR, iReady, and district-created progress monitoring assessments.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/22.8	85/52.8	0/0
	Economically Disadvantaged			
	Students With Disabilities	2/14.3	3/21.4	0/0
	English Language Learners	0/0	5/29.4	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/10.4	62/38.5	0/0
	Economically Disadvantaged			
	Students With Disabilities	1/7.1	2/14.3	0/0
	English Language Learners	1/6.7	3/17.6	0/0
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/23.2	62/41.6	0/0
	Economically Disadvantaged			
	Students With Disabilities	3/16.7	4/20	0/0
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/9.1	51/34.7	0/0
	Economically Disadvantaged			
	Students With Disabilities	0/0	6/30	0/0
	English Language Learners	0/0	0/0	0/0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54/35.5	93/58.5	95/59
	Economically Disadvantaged			
	Students With Disabilities	1/7.1	2/12.5	3/18.8
	English Language Learners	0/0	3/33.3	3/33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/9.3	71/45.2	91/58
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/6.3	3/18.8
	English Language Learners	0/0	3/33.3	4/44.4
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80/50	113/68.5	110/65.1
	Economically Disadvantaged			
	Students With Disabilities	6/37.5	5/29.4	6/35.3
	English Language Learners	2/28.6	2/25	2/25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/15.2	76/46.1	104/61.9
	Economically Disadvantaged			
	Students With Disabilities	2/11.8	5/29.4	6/35.5
	English Language Learners	0/0	1.12.5	2/25

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64/44.1	96/63.6	105/69.5
	Economically Disadvantaged			
	Students With Disabilities	0/0	2/25	1/12.5
	English Language Learners	0/0	3/60	3/60
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/18.8	51/34.2	79/52.3
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	1/12.5
	English Language Learners	0/0	1/20	3/60
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	71/49.3	86/59.7	106/70.7
	Economically Disadvantaged			
	Students With Disabilities	0/0	1/14.3	1/12.5
	English Language Learners	1/25	2/40	3/60

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	20		26	20						
ELL	42	50		42	50		40				
ASN	56			72							
BLK	46			54							
HSP	51	41	33	60	67	54	52				
MUL	86			67							
WHT	73	57	21	77	77	65	79				
FRL	50	36	27	59	61	79	47				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	34	33	43	50	50	35				
ELL	43	56	55	61	81	80					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	76			94							
BLK	93	75		87	83						
HSP	65	52	38	69	71	63	63				
MUL	85	80		85	80						
WHT	75	57	44	82	78	60	75				
FRL	61	51	52	69	69	54	60				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	34	27	30	43	39	17				
ELL	35			53							
ASN	93	91		93	64						
BLK	68	58		74	67						
HSP	64	51	43	73	69	50	65				
MUL	77			85							
WHT	79	63	53	84	66	50	83				
FRL	62	54	40	72	60	51	54				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

What were the contributing factors to this improvement? What new actions did your school take in this area?

What strategies will need to be implemented in order to accelerate learning?

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.floridacims.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

Total:	\$0.00
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