Three Oaks Middle School

2014-15 School Improvement Plan

Three Oaks Middle School

18500 3 OAKS PKWY, Fort Myers, FL 33967

http://okm.leeschools.net//

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	52%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

At the beginning of the school year, teachers interacted with their students with "getting to know you"activities. During each student day, teachers interact with student in a 30 minute called "TOMS Time." Teachers mentor a class of students in setting goals. The teachers then monitor and assist students to achieve their goals. The guidance department meets with students to assist their well being.
Administration is present in hallways and lunchroom daily allowing them to build relationships with the students.

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

At Three Oaks Middle School, TOMS, we developed a safety and discipline committee which meets monthly to discuss school and community issues. TOMS also has the Early Heron program that hosts students before and after the school day. A daily mentoring program is in place for all students this year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

TOMS uses a discipline card as a warning system to lower the number of discipline referrals. We have a school wide discipline plan for consistency. All classrooms have student expectations are posted. The discipline committee also communicates all discussions held at each meeting.
Students carry a Positive Behavior Card in the agenda. Students are recognized at least weekly for positive comments.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

During each student day, teachers interact with student in a 30 minute called "TOMS Time." Teachers mentor a class of students in achieving their goals. The teachers then monitor and assist students..
The guidance department meets with students to assist students, staff and families.Group counseling sessions are held throughout the year by guidance counselor and SRO.
Three Oaks conducts a social Interaction Intervention class to assist certain students' social-emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students are identified as at risk by the following:

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

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

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in FCAT 2.0 Reading or mathematics.

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

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

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	4	1	6
One or more suspensions	26	32	40	98
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	48	62	102	212

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Language Arts and reading were combined to improve student learning. Content teachers have sommon plan to assist student learning.

Teachers check in and check out students weekly to assess their progress during mentoring.

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parental Involvement in school activities will be relayed to parents by Parent Link for attendance and school wide events.
Parental Involvement with students not making their Accelerated Reader goals and homework completion.
Bridge the language gap between Three Oaks Middle School and our families.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Stead, Mary	Teacher, K-12
Carson, Mike	Principal
Campbell, Laura	Teacher, K-12
Forsyth, Pam	Teacher, K-12
Harris, Connie	Teacher, K-12
Huber, Belinda	Assistant Principal
Jarvi, Darlene	Teacher, K-12
Jones, Cyd	Teacher, K-12
Laux, Jason	Teacher, K-12
Mount, Carol	Administrative Support
Rossi, Lillian	Guidance Counselor
Summers, Rich	Teacher, K-12
Pugh, Nathan	Assistant Principal

Duties

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

The MTSS Leadership Team for Three Oaks Middle School consists of the following members:
Michael S.Carson, Principal

Nathan Pugh, Assistant Principal
Belinda Huber, Assistant Principal
Mary T. Stead, MA Chairman/Math Department Chairman
Michelle Jackson, Behavior Specialists
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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership team at Three Oaks Middle School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction • Implement Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotes of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate RtI data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
Facilitate implementation of MTSS in your building
Provide or coordinate valuable and continuous professional development
• Assign paraprofessional to support RtI implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings

• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate RtI data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding Tier 3 interventions • Incorporate MTSS data when making
eligibility decisions
Specialist (Behavior, OT, PT, ASD) • Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP
paperwork • Conduct language screening and assessments
Provide ELL interventions at all tiers
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement
Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration
with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the
targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and
administrators. As part of the School Advisory Council, parents are included in this planning process.
Each school completes a needs assessment before writing goals for the year. School improvement
plans are written to ensure compliance with all state and national regulations. This collaboration
ensures that all programs funded under NCLB use funds to support schools, not supplant district
obligations. All school improvement plans are reviewed at the district level for appropriate use of
funds and effectiveness. This district level review prevents duplication of services and facilitates
coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to
the Board for approval. Periodic district level meetings with managers of all programs funded under
NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for English
Language Learners. These services include after school tutorials, professional development,
supplemental scientifically researched based resources and materials. Periodic district level meetings
with managers of all programs funded under NCLB also open lines of communication and encourage
cooperation between programs.
Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are
not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A,
program staff, the same services for homeless students in non Title I schools are provided to
homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I
schools, set-aside funds are used to provide services to homeless students who are attending Title I
schools. Homeless students who attend Title I school-wide or targeted assistance schools may have
unique challenges that are not addressed by the regular Title I program at these schools. These
challenges may create barriers to full participation in Title I programs and defeat the overarching
program goal of helping all students meet challenging state standards. For instance, students residing
in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of
the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as
needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday
schools, summer academic camps, coordination of services with shelters or other homeless service

providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program. Supplemental Academic Instruction (SAI) is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. A free hot breakfast is available daily to all students. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Michael Carson	Principal
Dr. Thomas Roberts	Parent
Jen Owens	Parent
Mary Stead	Teacher
Carol Mount	Education Support Employee
Kelly Lavis	Parent
April Milby	Parent
Kevin Mullings	Teacher
Carole Muscat	Principal
Jim Knecht	Teacher
Robbie Powell	Business/Community
Lynn Gracick	Business/Community
Matt Coakley	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We evaluated the previous years outcomes at the first SAC meeting for 2014-2015 school year. We waited to review the outcomes due to the fact that the scores were not released.

Development of this school improvement plan

School Advisory Council shall serve as a resource to the principal and assist in the following:
1. Reviewing the results of any needs assessments conducted by the school administration and/or School Advisory Council subcommittee(s). Reviewing and implementing the School Improvement Plan, including such specific components of the plan as the educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance.
SY 2013-2014
2. Making recommendations to the principal regarding the expenditure of school improvement dollars.
3. Making recommendations to the principal regarding the creation of the school's operation budget including the allocation of district school funding for operation of the school.
4. Defining adequate progress and establishing appropriate benchmarks for each school goal.
a. Obtaining public input when defining adequate progress for school goals.
b. Notifying and requesting assistance from the School Board if the school requires help in order to make adequate progress in any single goal area.
5. Monitoring student and school progress in attaining goals and evaluating the appropriateness of the indicators of student progress and the strategies and evaluation procedures which are selected to measure student performance.
6. Reviewing, amending, or continuing the School Improvement Plan components annually.
7. Preparing and distributing information to the public to report the status of implementing the School Improvement Plan, the performance of students and educational programs, and progress in accomplishing the school goals.
8. Advising the principal on matters pertaining to the school program and curricular issues.
9. Initiating activities or programs that generate greater cooperation between the community and the school.
10. Making recommendations on the waiver of Florida Statutes, State Board of Education Rules, or School Board of Lee County policies which will allow school personnel to establish innovative educational practices and methods.
11. Assisting in preparation of waivers for which the school is applying. The SAC must review waivers before they are forwarded to the Waiver Committee.
12. Assisting in the preparation of the school's Year End Review.
13. Collaborating with the school principal to come to an agreement on the final status of the School Improvement Plan.
SY 2013-2014
14. Electing a representative to serve on the District Advisory Council (DAC). Each SAC is responsible for electing a SAC member to serve on the DAC. SAC representatives serving on the DAC will be appointed for a one year term. Members will hold only one voting membership on the DAC.
15. Performing other duties and functions as specified in its operation guidelines and as requested by the principal or the School Board of Lee County.

Preparation of the school's annual budget and plan

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

Will be determined by committee.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Carson, Mike	Principal
Harris, Connie	Teacher, K-12
Huber, Belinda	Assistant Principal
Jarvi, Darlene	Teacher, K-12
Menear, Marsha	Teacher, K-12
Pugh, Nathan	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet weekly for Professional Development. During these meetings,teachers plan units based standards and data. Lessons are based on data collected, deciding what needs to be taught, how to teach it and how to assess it..
Staff participates continued professional development workshops throughout the year.

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is collected on each student using the Performance Matters.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,800

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Carson, Mike, mikesc@leeschools.net

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

Attendance is collected daily and analyzed two times per school year

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Guidance counselor visits the elementary school and presents program. School Choice Open House in February allows parents to visit and ask about programs. Open House is held the Saturday before school opens to allow students to visit their classrooms and teachers.Sixth grade camp provides students with activities that getting to know the school.
Counselor meets with all of the eight grade students to assist them with school choice for high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Career Exploration and Technology
Culinary Arts
Exploratories
After school tutoring
Mentoring program
Bricks4Kidz

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning. `1a`

🔍 G039318

Targets Supported `1b`

Indicator	Annual Target
Math Gains	84.0
ELA/Reading Gains	75.0
Math Lowest 25% Gains	74.0
ELA/Reading Lowest 25% Gains	74.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

- 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 G1. `8`

Student assessments,grades, discipline and attendance records

Person Responsible

Schedule

Evidence of Completion

Increase in student academic performance and attendance Decrease in discipline referrals

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Goal: Three Oaks Middle School students will increase student achievement gains school wide by focusing on teaching and learning. `1`

🔑 G039318

G1.B2 Reading in the Content area buy- in `2`

🔑 B094687

G1.B2.S1 Provide weekly Professional Learning Communities to the instructional staff in the area of reading and writing. `4`

🔑 S105748

Strategy Rationale

Action Step 1 `5`

Reading and Writing Strategies

Person Responsible

Schedule

Evidence of Completion

agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student Performance

Person Responsible

Schedule

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. 4

🔑 S105749

Strategy Rationale

Action Step 1 5

Reading Strategies

Person Responsible

Schedule

Evidence of Completion

Lesson plans, classroom observations, and reading coach calendar

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Monitoring of implementation of reading strategies

Person Responsible

Schedule

Evidence of Completion

informal evaluations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Student performance on reading based content area activities

Person Responsible

Schedule

Evidence of Completion

Performance Matters data, Teen Biz data, and student grades

G1.B3 Wide range of reading levels `2`

🔑 B094688

G1.B3.S1 Review weekly grade reports, baseline assessments, attendance reports, and disicpline records of the students not passing `4`

🔑 S105750

Strategy Rationale

Action Step 1 `5`

Teen Biz assessments as student grade level and performance level

Person Responsible

Schedule

Evidence of Completion

Teen Biz reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teen BIz Assessments

> **Person Responsible**

> **Schedule**

> ***Evidence of Completion***

> Teen Biz reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Teen BIz Assessments

> **Person Responsible**

> **Schedule**

> ***Evidence of Completion***

> Student learning gains

G1.B5 Student motivation or values 2

B094690

G1.B5.S1 Differientated Instruction, hands on learning activities, and instructional field trips and assemblies. 4

S105751

Strategy Rationale

Action Step 1 5

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

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

formal and informal observations

Person Responsible

Schedule

Evidence of Completion

lesson plan and activity request forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Increase in student performance and active classroom participation

Person Responsible

Schedule

Evidence of Completion

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

G1.B6 Economic Status and Cultural Expectations `2`

`🔍 B094691`

G1.B6.S1 Presentations at Parent Teacher Organization in the areas of Common Core, writing, In Sync, technology, and community partners `4`

`🔍 S105752`

Strategy Rationale

Action Step 1 `5`

Bi- Lingual presentations on middle school curriculum

Person Responsible

Schedule

Evidence of Completion

PTO minutes, sign in sheets, and agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Attendance

Person Responsible

Schedule

Evidence of Completion

sign in sheets and meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Increase in student performance and parent involvement

Person Responsible

Schedule

Evidence of Completion

Sign in sheets and student grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Reading and Writing Strategies		agendas and lesson plans	once	
G1.B2.S2.A1	Reading Strategies		Lesson plans, classroom observations, and reading coach calendar	once	
G1.B3.S1.A1	Teen Biz assessments as student grade level and performance level		Teen Biz reports	once	
G1.B5.S1.A1	Materials, instruction, and educational experiences will be provided based on student performance levels		Lesson plans, student grades,informal and formal observations, activity and field trip requests	once	
G1.B6.S1.A1	Bi- Lingual presentations on middle school curriculum		PTO minutes, sign in sheets, and agendas	once	
G1.MA1	Student assessments,grades, discipline and attendance records		Increase in student academic performance and attendance Decrease in discipline referrals	once	
G1.B2.S1.MA1	Student Performance		Performance Matters data collection, unit assessments, and student grades	once	
G1.B2.S1.MA1	Classroom walk throughs, review of lesson plans, formal and informal observations		Lesson plans, formal and informal observations	once	
G1.B3.S1.MA1	Teen Biz Assessments		Student learning gains	once	
G1.B3.S1.MA1	Teen BIz Assessments		Teen Biz reports	once	
G1.B5.S1.MA1	Increase in student performance and active classroom participation		student grades, attendance,student	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and teacher assessments, and lesson plans		
G1.B5.S1.MA1	formal and informal observations		lesson plan and activity request forms	once	
G1.B6.S1.MA1	Increase in student performance and parent involvement		Sign in sheets and student grades	once	
G1.B6.S1.MA1	Attendance		sign in sheets and meeting minutes	once	
G1.B2.S2.MA1	Student performance on reading based content area activities		Performance Matters data, Teen Biz data, and student grades	once	
G1.B2.S2.MA1	Monitoring of implementation of reading strategies		informal evaluations	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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 Differientated 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

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**