

Three Oaks Elementary School

19600 CYPRESS VIEW DR, Fort Myers, FL 33967

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 all students an excellent education through a solid, specific, sequenced curriculum.

Provide the school's vision statement

Our mission is to provide a fair and excellent education for all students.

School Environment

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

Our school's unique Core Knowledge curriculum provides ample opportunities for teachers to discuss various cultures in the classroom. For example, in Kindergarten the students learn about the king and queen of Spain. During this unit of study, the teachers highlight Spanish heritage and identify students and staff members who speak Spanish. Students are able to make connections to another time period in history and to their own culture. Kindergarten students will also celebrate customs around the world in December. Our second grade students complete a unit of study on Immigration, where their own, and other cultures are studied and shared. The third grade students host a Heritage Festival where they interview their families, identify their heritage, dress in various cultural attire, and celebrate by tasting foods from their countries. Every grade level hosts at least one annual Core Knowledge culminating activity to enrich their students' cultural literacy. The following cultures are studied and celebrated: Spanish Kings and Queens, Egyptians, the Orient (Japan, India, China), and Romans.

In addition our school plans and hosts various events throughout the school year to develop strong relationships with students and their families.

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

Students are greeted each morning by TOE Staff and Personnel as they exit their buses and cars and enter the building. Staff members are strategically placed throughout the campus to ensure that students feel safe in the hallways and know where to go. During the school day our campus is secure and students are supervised at all times. We work with our students and staff so that they understand all emergency drills and plans. This provides a sense of security and safety. TOE is a student and family centered school that focuses on accomplishments big and small. Students are part of our "Good Morning Three Oaks" news show each day, where information is shared and success is celebrated. After school, students are safely escorted to their scheduled activity, be it going home or attending our After School Program, Rotary Club, Science Club or Golden Bears Club.

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

Three Oaks Elementary School Staff members use the Positive Behavior Support system school wide. Students are rewarded for showing appropriate behavior. This includes classroom rewards that vary by teacher. Classes are also rewarded with a Bear Paw for following Bear Expectations in

common areas. At the end of each month, 1 class per grade level gets to eat on the stage with the Principal or Assistant Principal as a special treat. Each teacher uses a tracking form to track inappropriate behaviors and communicate with parents and administrators.

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

Three Oaks Elementary has employed a full time School Counselor. Our school counselor makes a measurable impact in every student's life, assisting with academic, career and personal/social development. Professional school counselors are trained in both educating and counseling, allowing them to function as a facilitator between parents, teachers and the student in matters concerning the student's goals, abilities and any areas needing improvement. Our counselor provides services not only to students in need, but to all students. Individual, small group counseling and classroom guidance is provided for students and teachers on topics such as: divorce, grief, conflict resolution and other topics as needed. Bibliotherapy and open discussions focus on personal/social skills during the guidance special. Anti-bully training is a core principal in all guidance curriculum. Core Essentials Character Development Programs are provided every other month as a school assembly and those character values are reinforced monthly on the morning news and in the classrooms. The School Counseling mission statement is to inspire, empower and motivate all students to achieve their personal best.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

N/A

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

Three Oaks Elementary School is a Five Star School, with recognition for its Parental involvement. We are also considered a Golden School for our Volunteerism. On average, each parent volunteers 12.4 hours per year. We host many events throughout the school year that involve our families. These include, but are not limited to: Curriculum Night, Student Led Conferences, Grade Level Plays, Science Fair, PTO Meetings, SAC Meetings, Family Fun Fest, and special grade level Core Knowledge Events.

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

Three Oaks Elementary has many partnerships with local businesses. Our school family welcomes these partners to on campus school activities and frequents their establishments. In return, many of these business partners give our school a portion of their proceeds to help offset costs for special classroom projects that enrich the curriculum and increase student achievement. Other partners, work with students personally to help build essential skills, and even provide needs like clothing and shoes.

Some of our partners include: Bamboozles, Chick-Fil-A, Ruby Tuesdays, Culvers, Costco, Comcast, AXA, Summit Church, Our Lady of Light Church, Rita's Italian Ice, Kona Ice, Shoes that Fit, Florida Gulf Coast University, Florida Southwestern College, the Lee County Library, and the Foundation For Lee County Public Schools.

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:

Name	Title
Moorhead, Jody	Principal
Orama, Ivette	Instructional Technology
Sutton, Miriam	Teacher, K-12
LeMaster, Tami	Assistant Principal
Bruni, Susan	Teacher, K-12
Collier, Debbie	Teacher, K-12
Costigan, Roseann	Teacher, ESE
Daniels, Heather	Teacher, K-12
Jacobs, Rachel	Teacher, K-12
Monrad, Stephanie	Teacher, K-12
Pearl, Bernadette	Instructional Coach
Pineau, Janet	Teacher, K-12
Slabaugh, Kristen	Teacher, K-12
Twomey, Kitty	Teacher, K-12
Ward, Frances	Teacher, K-12
Hammen, Carla	Teacher, K-12

Duties

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

Mrs. Jody Moorhead, Principal - overseas decisions as related to the student
 Bernadette Pearl - Reading Coach/Rtl school coordinator - run the meetings and document as appropriate
 Ivette Orama - Curriculum Support/ESOL contact - address curriculum concerns and options
 Classroom Teacher - share academic and behavior data and observations
 The following professionals will join the team on an "As Needed" basis.
 School Nurse - address any medical concerns
 Social Worker - address student attendance and home life concerns
 Speech and Language Pathologist - address articulation and language communication needs
 School Psychologist - address testing results and learning styles
 Staffing Specialist - address appropriate school placement options and needs
 Behavior Specialist - address behavioral concerns and strategies
 ESOL Representative - address English as a Second Language and possibly translate

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 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.

Title II funds will be used for In-Service trainings. The school district purchases materials with our Title III funds that benefit our E.S.O.L students. The Supplemental Academic Instruction funds will be used to pay the salary of our Reading Coach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
M. Luanne Sutton	Teacher
Ivette Orama	Parent
Jody Moorhead	Principal
Tami LeMaster	Principal
Toni Rodriguez	Education Support Employee
Dave Nichols	Business/Community
Nick Naples	Parent
Dave Breitenstein	Parent
Dr. Larry Byrnes	Business/Community
Joy Cohen	Parent
Shannon McMahon	Parent
Maria Gonzalez-Hearn	Parent

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

The SAC Committee reviewed the School Improvement Plan Goals as they related to the previous years progress. We then discussed, revised, and voted on the proposed goals to make the plan final.

Development of this school improvement plan

The SAC Committee will work in unison with school personnel to review and approve all School Improvement Plan Goals and targets as related to our 2015-2016 progress.

Preparation of the school's annual budget and plan

The SAC Committee discusses and votes on how expenditures will be made to support our School Improvement Plan goals and student achievement.

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

School Improvement funds will be used in the following areas to support Three Oaks Elementary School.

Golden Bears Academic Tutoring Program &1,639.50

Thinking Maps Materials for Teachers and Students \$6,757.50

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:

Name	Title
Moorhead, Jody	Principal
Orama, Ivette	Instructional Technology
Sutton, Miriam	Teacher, K-12
LeMaster, Tami	Assistant Principal
Bruni, Susan	Teacher, K-12
Collier, Debbie	Teacher, K-12
Costigan, Roseann	Teacher, K-12
Daniels, Heather	Teacher, K-12
Jacobs, Rachel	Teacher, K-12
Monrad, Stephanie	Teacher, K-12
Pearl, Bernadette	Instructional Coach
Pineau, Janet	Teacher, K-12
Slabaugh, Kristen	Teacher, K-12
Twomey, Kitty	Teacher, K-12
Ward, Frances	Teacher, K-12
Hammen, Carla	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will ensure that proper data is kept and reviewed on Tier 2 and 3 students. The team will monitor whole school reading progress as compared to the district. The team will continue to monitor the needs of our AYP groups. The LLT will plan and implement Common Core Lesson Studies and Data Review for the entire staff through PLC's.

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

Three Oaks has created a school schedule that allows each grade level team to have common planning time during the school day, as well as, after school. A year long schedule has been created for our Professional Learning Communities, with specific academic direction. Grade levels plan instruction as teams and work with all students collaboratively to review, remediate, and teach new concepts. W.I.N. Time is used to differentiate instruction for students.

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

Prospective Three Oaks teachers and staff members are hired after completing a Team Interview, in which experienced educators choose the person that best exhibits a high level of professionalism and is a good match for our school culture. All teachers at Three Oaks Elementary are Highly Qualified or are working on Highly Qualified status. New teachers meet regularly with the administration. Professional Development is aligned with school improvement goals. Professional Learning Community Meetings are held twice per month focused on staff development and student performance in the areas of reading, math, writing, science, and social studies. Faculty Meetings once per month are focused on staff development in the areas of reading, math, writing, science, social studies, and standards based instruction.

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

Veteran teachers certified in Clinical Education Training are paired with novice teachers. They will share strategies and ideas to ensure continuous student improvement and teacher leadership. New teachers will also participate in the A.P.P.L.E.S Program.

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

Three Oaks Elementary follows District's reading, math, science, and social studies programs. We also implement Core Knowledge at our school. Florida Standards are embedded within the above stated programs. Our school follows the Academic Plan in all subject areas and all grade levels to ensure our students are learning the skills and strategies needed for the next grade level. To ensure the standards are being taught, administration views lesson plans weekly using the Oncourse Program. Walkthroughs are completed with the expectation of having objectives visible for all students. The objectives are in "Kid Friendly Lingo", so that they understand what they will be learning that day.

Three Oaks uses common assessments in all grade levels. These assessments are offered through the district and are standards based. These common assessments can be located through Performance Matters and Castle. Teachers can analyze the data results and re-teach accordingly.

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

Three Oaks Elementary uses data from common assessments to differentiate instruction. Through our PLC's teachers determine the assessment that will be administered to assess a specific standard. Using Performance Matters and Castle, teachers will analyze the results. Through PLC collaboration, teachers use best practices to design a plan to differentiate instruction within the classroom. Standards based resources that provide extra support for struggling students are provided by classroom and resource teachers through W.I.N. Time. For example, if some students need phonics practice, teachers/resource teachers instruct those students during small group instruction on phonic skills.

STAR, STAR Early Literacy and weekly formative assessments also provide teachers with data that

distinguishes the needs in their room. Administration viewing weekly lesson plans and completing walkthroughs and observations, will allow them to observe differentiated instruction first hand. Our school also implements Kagan Strategies and Thinking Maps on a daily basis. This gives students the tools they need to be successful in all the subject areas, because both strategies are engaging and hold all students accountable for their own learning. Teacher leaders in math and literacy attend district trainings in order to share best practices in standards based instruction.

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: Extended School Day

Minutes added to school year: 2,400

Golden Bears Program

Third, Fourth, and Fifth grade students remain after school for an extra hour of instruction in reading, writing, and mathematics.

Strategy Rationale

Providing extended academic time and small group differentiated instruction has proven through past years data to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pearl, Bernadette, bernadettemp@leeschools.net

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

Student attendance

Pre and post tests

Strategy: Extended School Day

Minutes added to school year: 480

Fifth Grade Science Enrichment Club

This program is offered for all fifth grade students to attend Science enrichment lessons after school. This will enrich and enhance the core academic STEAM instruction.

Strategy Rationale

Providing extended academic time and small group differentiated instruction has proven through past years data to increase student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moorhead, Jody, jodyjm@leeschools.net

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

Pre and post Science Tests.
Results on Science FCAT 2.0.

Strategy: Before School Program

Minutes added to school year: 1,800

Early Morning Tutoring

Students that cannot receive homework help from home are able to come into the Computer Lab in the morning to receive support and guidance on homework and work on the English in a Flash language development program.

Strategy Rationale

Students that do not have English Language and/or Homework support at home will benefit from completing their homework each morning with a Three Oaks staff member. This will help the students understand the skills being taught in class and feel better prepared for class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Orama, Ivette, ivetteor@leeschools.net

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

Classroom teacher reports of completed homework.
Attendance from the Early Morning Tutoring program.
English in a Flash Program Reports.

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

All incoming kindergarten students meet with the Kindergarten teachers and are assessed in the areas of reading and math before school begins. The students and parents are then provided with a small group orientation meeting during the week before the school year begins with an opportunity to meet the classroom teacher and become familiar with the classroom environment. Parents are also made aware of the curriculum and expectations at this time. Pre-school Headstart students and Pre-K ESE students visit the classroom and interact with the kindergarten teachers and students during the spring before the kindergarten year begins. In addition, incoming kindergarten students are eligible to attend the school sponsored Summer Recreation Program or attend the Voluntary Pre-Kindergarten Program. These opportunities give the new students an opportunity to meet older students and work with several teachers and staff members before the school year begins.

Our fifth grade students meet with Three Oaks Middle School administrators during fourth quarter to discuss middle school expectations and changes. The middle school also comes to the school to share information regarding the music programs that they offer and to share information about instruments. Students are informed of all South zone middle school Open Houses and tours so that students and parents can make an informed decision.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Students scoring at Proficiency (Level 3 and higher) in Science FCAT 2.0 will increase by 2 percentage points as measured by the FCAT 2.0 Science Assessment (5th Grade). (Current proficiency level is 69% - we will need to increase to 71%).
- G2.** 100% of all core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker system as documented by professional learning community minutes.
- G3.** Teacher engagement will increase by at least .2 points in the Q12 area of Opinions Count as measured by the FY16 Gallup Teacher Engagement Survey. (Our engagement level was 3.80 out of 5 during the Q12 FY15 survey)

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. Students scoring at Proficiency (Level 3 and higher) in Science FCAT 2.0 will increase by 2 percentage points as measured by the FCAT 2.0 Science Assessment (5th Grade). (Current proficiency level is 69% - we will need to increase to 71%). 1a

G066091

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	71.0

Resources Available to Support the Goal 2

- One day a week hold Science on the News – Wacky Science Wednesday.
- Provide easy access to current and accurate science standards.
- Ensure that all grade levels are grading 4 standards based assessments per quarter.
- Ensure that all standards are adequately covered throughout the school year.
- Allow time for Cross grade level Science collaboration.
- Each class can submit a Science Fair Project.
- 3rd grade will use Science Journals and do experiments in class.
- Non-Fiction text about Science will be used during the ELA block.
- School-wide Science vocabulary word of the week.
- 5th Grade will hold Science club one day a week after school starting in January
- Fifth Grade will focus on power standards from both 3rd and 4th grade to ensure mastery.
- Fifth Grade will collect data on prior year’s standards to see what is needed to reteach.
- Fifth Grade will write in Science journals daily.
- Fifth Grade will have more hands on real-world application of concepts.

Targeted Barriers to Achieving the Goal 3

- Science Lab is no longer a Special for grades 2-5 Students

Plan to Monitor Progress Toward G1. 8

Science grades from FOCUS, Science Club Objectives and Attendance

Person Responsible

Jody Moorhead

Schedule

Every 3 Weeks, from 1/4/2016 to 4/1/2016

Evidence of Completion

Science grades from FOCUS, Science Club Objectives and Attendance

G2. 100% of all core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker system as documented by professional learning community minutes. 1a

G066084

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0
ELA/Reading Gains District Assessment	80.0

Resources Available to Support the Goal 2

- Our Curriculum and Reading Specialists will hold an on campus training for all teachers during the first quarter of school.
- Documents regarding the use of Castle will be made available through the Three Oaks Sharepoint Site.

Targeted Barriers to Achieving the Goal 3

- Time

Plan to Monitor Progress Toward G2. 8

Grade level PLC Meeting notes will be submitted to Administration.

Person Responsible

Jody Moorhead

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

PLC Meeting notes will show use of data collection from Castle.

G3. Teacher engagement will increase by at least .2 points in the Q12 area of Opinions Count as measured by the FY16 Gallup Teacher Engagement Survey. (Our engagement level was 3.80 out of 5 during the Q12 FY15 survey) 1a

G066062

Targets Supported 1b

Indicator	Annual Target
5Es Score: Teacher-Principal Trust	4.0

Resources Available to Support the Goal 2

- Opinion/Suggestion box in the front office.
- Discuss opinions/suggestions submitted during the subsequent Core Team Meeting
- Use Survey Monkey to hear from staff when a major change is proposed.
- Administrators have an open time slot that teachers know about for communication.
- Ensure that everyone knows that this area is a reflection of what is happening at our school, not the district.
- Give credit to individuals/groups/ grade levels that have their suggestion implemented.

Targeted Barriers to Achieving the Goal 3

- Minimal time for teachers to share opinions with all members of the staff.

Plan to Monitor Progress Toward G3. 8

Administration will discuss major changes or initiatives with the Core Team Members to be shared with the grade levels. Opinions and Suggestions that are submitted will be shared with the Core Team Members for discussion.

Person Responsible

Jody Moorhead

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Core Team Meeting Notes and End of Year Gallup Survey

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. Students scoring at Proficiency (Level 3 and higher) in Science FCAT 2.0 will increase by 2 percentage points as measured by the FCAT 2.0 Science Assessment (5th Grade). (Current proficiency level is 69% - we will need to increase to 71%). **1**

 G066091

G1.B1 Science Lab is no longer a Special for grades 2-5 Students **2**

 B170979

G1.B1.S1 5th Grade will hold Science club one day a week after school starting in January **4**

 S182468

Strategy Rationale

This extended time for 5th graders to learn Science standards through hands on projects will enhance their Science knowledge.

Action Step 1 **5**

5th Grade teachers will teach Science Club for one hour after the regular school day to all fifth graders that are willing and able to stay.

Person Responsible

Jody Moorhead

Schedule

Weekly, from 1/4/2016 to 3/31/2016

Evidence of Completion

Attendance of 5th grade students attending Science Club will be taken each session. Science topics taught will be tracked.

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

Science Club objectives will be shared with all fifth grade teachers. Attendance of students will be tracked.

Person Responsible

Jody Moorhead

Schedule

On 3/31/2016

Evidence of Completion

Science Club Plans and Student Attendance.

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

Formative assessments will be given to students to monitor knowledge of standards.

Person Responsible

Jody Moorhead

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Formative Assessment grades in Focus.

G2. 100% of all core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker system as documented by professional learning community minutes. 1

G066084

G2.B1 Time 2

B170969

G2.B1.S1 A year long schedule for Faculty, Professional Development, Core Team, Grade Level, and PLC Meetings will be created for all staff to use. Time for Castle PD will be built into the schedule. 4

S182461

Strategy Rationale

Using time effectively through scheduling will ensure training opportunities.

Action Step 1 5

Year long schedule for Faculty, Professional Development, Core Team, Grade Level, and PLC Meetings will be created for all staff to use.

Person Responsible

Jody Moorhead

Schedule

On 9/25/2015

Evidence of Completion

Schedule of Meetings posted on the Sharepoint calendar.

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

Castle training will be documented through the Sharepoint calendar and in-service points

Person Responsible

Jody Moorhead

Schedule

Quarterly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Quarterly Castle Meetings will be held and data will be shared in grade level PLC Meetings

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

Teacher feedback at grade level PLC Meetings will be shared regarding Castle usage.

Person Responsible

Jody Moorhead


Schedule

Monthly, from 9/15/2015 to 6/10/2016


Evidence of Completion

PLC Meeting Notes from Grade Levels

G3. Teacher engagement will increase by at least .2 points in the Q12 area of Opinions Count as measured by the FY16 Gallup Teacher Engagement Survey. (Our engagement level was 3.80 out of 5 during the Q12 FY15 survey) 1

 G066062

G3.B1 Minimal time for teachers to share opinions with all members of the staff. 2

 B170963

G3.B1.S1 Opinion/Suggestion Box will be used to communicate ideas to Administration. 4

 S182477

Strategy Rationale

It is difficult for all teachers to be heard due to time constraints.

Action Step 1 5

Opinions/Suggestions will be shared at monthly Core Team Meetings.

Person Responsible

Jody Moorhead

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Core Team Meeting Minutes will show opinions/suggestions shared and discussed.

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

Administration will share all opinions/suggestions that are submitted.

Person Responsible

Jody Moorhead

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Core Team Meeting Minutes

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

Core Team Members will give feedback from their grade level members during meetings.

Person Responsible

Jody Moorhead

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Core Team Meeting Minutes

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
G2.B1.S1.A1	Year long schedule for Faculty, Professional Development, Core Team, Grade Level, and PLC Meetings will be created for all staff to use.	Moorhead, Jody	9/15/2015	Schedule of Meetings posted on the Sharepoint calendar.	9/25/2015 one-time
G3.B1.S1.A1	Opinions/Suggestions will be shared at monthly Core Team Meetings.	Moorhead, Jody	9/15/2015	Core Team Meeting Minutes will show opinions/suggestions shared and discussed.	6/10/2016 monthly
G1.B1.S1.A1	5th Grade teachers will teach Science Club for one hour after the regular school day to all fifth graders that are willing and able to stay.	Moorhead, Jody	1/4/2016	Attendance of 5th grade students attending Science Club will be taken each session. Science topics taught will be tracked.	3/31/2016 weekly
G1.MA1	Science grades from FOCUS, Science Club Objectives and Attendance	Moorhead, Jody	1/4/2016	Science grades from FOCUS, Science Club Objectives and Attendance	4/1/2016 every-3-weeks
G1.B1.S1.MA1	Formative assessments will be given to students to monitor knowledge of standards.	Moorhead, Jody	9/15/2015	Formative Assessment grades in Focus.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Science Club objectives will be shared with all fifth grade teachers. Attendance of students will be tracked.	Moorhead, Jody	1/4/2016	Science Club Plans and Student Attendance.	3/31/2016 one-time
G2.MA1	Grade level PLC Meeting notes will be submitted to Administration.	Moorhead, Jody	9/15/2015	PLC Meeting notes will show use of data collection from Castle.	6/10/2016 monthly
G2.B1.S1.MA1	Teacher feedback at grade level PLC Meetings will be shared regarding Castle usage.	Moorhead, Jody	9/15/2015	PLC Meeting Notes from Grade Levels	6/10/2016 monthly
G2.B1.S1.MA1	Castle training will be documented through the Sharepoint calendar and in-service points	Moorhead, Jody	9/15/2015	Quarterly Castle Meetings will be held and data will be shared in grade level PLC Meetings	6/10/2016 quarterly
G3.MA1	Administration will discuss major changes or initiatives with the Core Team Members to be shared with the grade levels. Opinions and Suggestions that are submitted will be shared with the Core Team Members for discussion.	Moorhead, Jody	9/15/2015	Core Team Meeting Notes and End of Year Gallup Survey	6/10/2016 monthly
G3.B1.S1.MA1	Core Team Members will give feedback from their grade level members during meetings.	Moorhead, Jody	9/15/2015	Core Team Meeting Minutes	6/10/2016 monthly
G3.B1.S1.MA1	Administration will share all opinions/ suggestions that are submitted.	Moorhead, Jody	9/15/2015	Core Team Meeting Minutes	6/10/2016 monthly

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 Opportunities

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

G2. 100% of all core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker system as documented by professional learning community minutes.

G2.B1 Time

G2.B1.S1 A year long schedule for Faculty, Professional Development, Core Team, Grade Level, and PLC Meetings will be created for all staff to use. Time for Castle PD will be built into the schedule.

PD Opportunity 1

Year long schedule for Faculty, Professional Development, Core Team, Grade Level, and PLC Meetings will be created for all staff to use.

Facilitator

Ivette Orama and Bernadette Pearl

Participants

All teachers

Schedule

On 9/25/2015

Technical Assistance Items

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

Budget