

The School District of Lee County

Oak Hammock Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Positive Culture & Environment	23
Budget to Support Goals	24

Oak Hammock Middle School

5321 TICE ST, Fort Myers, FL 33905

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

Demographics

Principal: David Howdyshe

Start Date for this Principal: 10/26/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: C (48%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	24

Oak Hammock Middle School

5321 TICE ST, Fort Myers, FL 33905

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

Oak Hammock Middle School is committed to providing an academically focused environment through arts integration and globally minded challenges, empowering each student to reach his or her highest potential.

Provide the school's vision statement.

Oak Hammock Middle School envisions a collaborative multicultural community that values lifelong learning and provides the tools necessary to succeed in a global economy.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sneddon, Jennifer	Principal	<p>The roles of each member of the leadership team at Oak Hammock Middle include the following:</p>
		<p>Principal & Assistant Principals Use FSA and STAR data to determine best teacher placement for core curriculum courses Arrange for continuous quality professional development aligned to student needs Determine school-wide academic focus and provide support for implementation Conduct classroom walk-throughs to monitor and provide support for areas of focus Meet monthly with Teacher Leaders and Coaches to identify areas in need of improvement and facilitate plan to support these areas Collect and analyze quarterly district data to determine level of success of classroom instruction and instructional programs Meet biweekly with Magnet Grant Teacher Leader to monitor professional development required by the grant Meet monthly with MTSS Intervention Specialist and facilitate the implementation of the MTSS process</p>
		<p>Teacher Leader Meet with PLCs and teachers in common planning to assist with planning and implementation of student engagement strategies, academic programs, and assessments Observe and support classroom teachers in providing engaging, rigorous instruction Provide assigned teachers with a plan to support interventions as identified by classroom data, through pull-out, small group instruction, engagement strategies, and re-teaching methods Review District Curriculum Maps and State Standards prior to ensure learning objectives are addressed for data collection and progress monitoring purposes Collect data weekly/biweekly for assigned subject areas and review with administration and coaches Support teachers in using data to improve instruction Facilitate data conversations that analyze student learning and identify next steps</p>
		<p>Academic Coach & Department Chairs Collect data weekly/biweekly for assigned subject areas & review with administration & coaches Assist teachers in subject area best practices, including, but not limited to AVID strategies, Kagan strategies, Student data folders, Classroom procedures and/or management, Assessment writing, Remediation strategies Support teachers in using data to improve instruction Ensure that student learning data is used to drive decisions at the classroom level Facilitate data conversations that analyze student learning and identify next steps Coordinate supplemental intervention programs such as IXL, ALEKS, and iReady</p>

Name	Title	Job Duties and Responsibilities
	MTSS Coordinator MTSS facilitator	Schedule and attend MTSS meetings with administration and leadership team Maintain log of all students involved in the MTSS process Send parent invites for MTSS meetings Complete necessary MTSS forms Conduct social-developmental history interviews when requested
	Behavior Specialist Consult with MTSS coordinator Provide trainings to staff	Facilitate intervention plans at all tiers with ESE and ELL support staff
	Magnet Grant Teacher Leader	Meet with PLCs and teachers in common planning to assist with planning and implementation of student engagement strategies, academic programs, and assessments related to the arts magnet grant Observe and support classroom teachers in providing engaging, rigorous instruction aligned to arts integration Meet monthly with the Arts Integration Team Coordinate ongoing arts integration professional development Track and monitor the number of required hours for both systemic and arts integration professional development Meet biweekly with administration to review progress of professional development and identify needs Survey school staff and teachers to determine needs assessment related to arts integration
	Guidance Counselor	Ensure all student schedules are accurate and students are placed according to achievement levels Identify and meet with students failing core academic classes Create and implement a plan for intervention for students who fail 1 or more quarters of a core class May attend MTSS Team meetings Communicate with parents of students who are in danger of failing 1 or more core academic classes Conduct social-developmental history interviews when requested
Biggar, Andrew	Assistant Principal	Principal & Assistant Principals Use FSA and STAR data to determine best teacher placement for core curriculum courses Arrange for continuous quality professional development aligned to student needs Determine school-wide academic focus and provide support for implementation Conduct classroom walk-throughs to monitor and provide support for areas of focus Meet monthly with Teacher Leaders and Coaches to identify areas in need of

Name	Title	Job Duties and Responsibilities
		<p>improvement and facilitate plan to support these areas</p> <p>Collect and analyze quarterly district data to determine level of success of classroom instruction and instructional programs</p> <p>Meet biweekly with Magnet Grant Teacher Leader to monitor professional development required by the grant</p> <p>Meet monthly with MTSS Intervention Specialist and facilitate the implementation of the MTSS process</p>
Edwards, Jennifer	Assistant Principal	<p>Use FSA and STAR data to determine best teacher placement for core curriculum courses</p> <p>Arrange for continuous quality professional development aligned to student needs</p> <p>Determine school-wide academic focus and provide support for implementation</p> <p>Conduct classroom walk-throughs to monitor and provide support for areas of focus</p> <p>Meet monthly with Teacher Leaders and Coaches to identify areas in need of improvement and facilitate plan to support these areas</p> <p>Collect and analyze quarterly district data to determine level of success of classroom instruction and instructional programs</p> <p>Meet biweekly with Magnet Grant Teacher Leader to monitor professional development required by the grant</p> <p>Meet monthly with MTSS Intervention Specialist and facilitate the implementation of the MTSS process</p>
Perez, Roseanne	Assistant Principal	<p>Use FSA and STAR data to determine best teacher placement for core curriculum courses</p> <p>Arrange for continuous quality professional development aligned to student needs</p> <p>Determine school-wide academic focus and provide support for implementation</p> <p>Conduct classroom walk-throughs to monitor and provide support for areas of focus</p> <p>Meet monthly with Teacher Leaders and Coaches to identify areas in need of improvement and facilitate plan to support these areas</p> <p>Collect and analyze quarterly district data to determine level of success of classroom instruction and instructional programs</p> <p>Meet biweekly with Magnet Grant Teacher Leader to monitor professional development required by the grant</p> <p>Meet monthly with MTSS Intervention Specialist and facilitate the implementation of the MTSS process</p>

Demographic Information

Principal start date

Monday 10/26/2020, David Howdyshell

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.*

4

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.*

31

Total number of teacher positions allocated to the school

103

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: C (48%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

Early Warning Systems

Current Year

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	0	0	0	0	0	0	483	471	509	0	0	0	0	1463
Attendance below 90 percent	0	0	0	0	0	0	46	43	54	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	5	14	11	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	63	0	5	0	0	0	0	68
Course failure in Math	0	0	0	0	0	0	59	8	15	0	0	0	0	82
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	127	125	167	0	0	0	0	419
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	106	84	130	0	0	0	0	320

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	0	0	0	0	0	0	114	79	122	0	0	0	0	315

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	6	1	15	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	6	0	0	0	0	6

Date this data was collected or last updated

Monday 10/26/2020

Prior Year - As Reported

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	87	166	153	0	0	0	0	406
Attendance below 90 percent	0	0	0	0	0	0	28	55	66	0	0	0	0	149
One or more suspensions	0	0	0	0	0	0	10	19	14	0	0	0	0	43
Course failure in ELA or Math	0	0	0	0	0	0	22	29	1	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	0	0	0	180	238	170	0	0	0	0	588

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	

Prior Year - 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	87	166	153	0	0	0	0	406	
Attendance below 90 percent	0	0	0	0	0	0	28	55	66	0	0	0	0	149	
One or more suspensions	0	0	0	0	0	0	10	19	14	0	0	0	0	43	
Course failure in ELA or Math	0	0	0	0	0	0	22	29	1	0	0	0	0	52	
Level 1 on statewide assessment	0	0	0	0	0	0	180	238	170	0	0	0	0	588	

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	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**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	55%	54%	38%	55%	52%
ELA Learning Gains	49%	56%	54%	47%	58%	54%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	35%	44%	47%	35%	45%	44%
Math Achievement	54%	64%	58%	45%	60%	56%
Math Learning Gains	57%	64%	57%	56%	62%	57%
Math Lowest 25th Percentile	47%	54%	51%	49%	50%	50%
Science Achievement	30%	50%	51%	30%	49%	50%
Social Studies Achievement	50%	70%	72%	49%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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
06	2019	36%	52%	-16%	54%	-18%
	2018	32%	51%	-19%	52%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	32%	51%	-19%	52%	-20%
	2018	34%	50%	-16%	51%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
08	2019	41%	57%	-16%	56%	-15%
	2018	38%	56%	-18%	58%	-20%
Same Grade Comparison		3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	47%	6%	55%	-2%
	2018	25%	41%	-16%	52%	-27%
Same Grade Comparison		28%				
Cohort Comparison						
07	2019	28%	57%	-29%	54%	-26%
	2018	50%	65%	-15%	54%	-4%
Same Grade Comparison		-22%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	53%	60%	-7%	46%	7%
	2018	39%	47%	-8%	45%	-6%
Same Grade Comparison		14%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	27%	46%	-19%	48%	-21%
	2018	30%	48%	-18%	50%	-20%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	67%	-24%	71%	-28%
2018	49%	66%	-17%	71%	-22%
Compare		-6%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	70%	-70%
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	59%	37%	61%	35%
2018	84%	60%	24%	62%	22%
Compare		12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	53%	-53%	56%	-56%

Subgroup Data

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	16	38	36	25	41	39	23	21			
ELL	17	36	28	39	48	45	5	29	41		
BLK	39	53	49	46	60	37	20	47	54		
HSP	35	47	33	51	55	46	26	46	67		
MUL	56	56		74	52						
WHT	56	57	33	67	65	61	47	70	73		
FRL	37	48	39	51	55	47	27	46	62		
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	15	33	29	18	42	38	8	33			
ELL	8	33	41	24	47	41	4	26	15		
BLK	32	40	29	40	53	41	19	52	55		
HSP	34	44	42	45	54	44	28	47	67		
MUL	35	52		40	61			73			
WHT	53	51	46	59	62	59	55	69	62		
FRL	35	44	39	46	55	46	28	51	62		
2017 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 2015-16	C & C Accel 2015-16
SWD	8	29	24	12	33	34	12	12			
ELL	8	32	29	20	47	46	12	9			
ASN	33	58		67	58						
BLK	26	41	32	32	47	44	21	35	80		
HSP	35	44	34	42	55	50	24	44	56		
MUL	41	56		41	64		33				
WHT	54	58	41	60	59	50	46	71	77		
FRL	33	44	35	39	53	49	23	43	61		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	472

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our school students traditionally score lowest on the Science FSA. In addition, our lowest 25% students score lower than other students in overall learning gains with the school. This has been the trend at Oak hammock for the past few years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was ELA bottom 25% learning gains. 39% of our lowest 25% students are English Language Learners.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is Science achievement.. Oak hammock has a 30% achievement average and the state average is 57%.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math Achievement with a 9 point gain. This is not a typical trend for Oak Hammock Middle School. The school scheduled intervention time for 20 minutes a day on Aleks and IXL.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two areas of concern from our EWS data are student attendance and percent of students scoring level 1 on state exams.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest 25% ELA Learning Gains
2. Science Achievement
3. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: ELL and SWD will be areas of focus in order to increase student achievement based on data from FY20.

Measurable Outcome: ELL and SWD performance data will increase to 42% in FY21.

Person responsible for monitoring outcome: Jennifer Sneddon (jennifermnsn@leeschools.net)

Evidence-based Strategy: Progress monitoring data in all areas will be used to drive instructional decisions during PLCs to increase supports for low performing ESSA subgroup students at our school. Social Emotional learning opportunities will be utilized to increase social emotional wellness among our student body.

Rationale for Evidence-based Strategy: Data driven decision making has been proven to be an effective strategy for increasing student achievement. PLCs teams can make stronger connections with students to increase attendance and decrease discipline, which will improve student achievement. It is also important to focus on social and emotional wellness for our student body to increase their ability to focus on learning.

Action Steps to Implement

1. Data driven PLCs to drive instruction
2. Analysis of discipline and attendance data during PLCs to increase supports
3. Provide social and emotional wellness learning opportunities to increase ability to focus on learning

Person Responsible: Jennifer Sneddon (jennifermnsn@leeschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our students in the lowest 25% in Reading had a decline over the previous year and are slightly behind the state average.

Measurable Outcome: Our goal is to have an average of at least 50% of our lowest 25% making learning gains.

Person responsible for monitoring outcome: Jennifer Sneddon (jennifermnsn@leeschools.net)

Evidence-based Strategy: Tier 3 students in the lowest 25% in reading will receive a Rtl plan with an additional one hour of small group instruction on reading standards with a highly effective teacher, above and beyond a double block of ELA and reading. Use of iReady to monitor progress and provide differentiation.

Rationale for Evidence-based Strategy: Small group instruction has a 1.20 effect size based on Hattie's work.

Action Steps to Implement

1. Rtl teachers will Identify essential standards and focus on these standards for remediation throughout the year based on individual student data.
2. Utilize rigorous assessments aligned to essential standards and monitor progress weekly.
3. Implement an additional hour weekly.
4. Use curriculum maps, instructional guides, and high yield strategies.
5. Utilize iReady curriculum in small group instruction within the classroom.
6. Closely monitor low performing ESSA subgroups and increase strategies as data indicates.

Person Responsible Jennifer Sneddon (jennifermnsn@leeschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale: Our students in the lowest 25% in math remained the same as the score from last year. It is an area of great opportunity for growth.

Measurable Outcome: Our goal is to have an average of at least 60% of our L25 students making learning gains.

Person responsible for monitoring outcome: Jennifer Sneddon (jennifermnsn@leeschools.net)

Evidence-based Strategy: Tier 3 students in the lowest 25% in math will receive a Rtl plan with an additional hour of small group instruction on math standards with a highly effective teacher above and beyond a double block of math. Use of iReady to monitor progress and provide differentiation.

Rationale for Evidence-based Strategy: This strategy has a 1.29 effect size based on Hattie's research.

Action Steps to Implement

1. 1. Rtl teachers will Identify essential standards and focus on these standards for remediation throughout the year based on individual student data.
2. Utilize rigorous assessments aligned to essential standards and monitor progress weekly.
3. Implement an additional hour weekly.
4. Use curriculum maps, instructional guides, and high yield strategies.
5. Utilize ALEKS curriculum and iReady in small group instruction within the classroom.
6. Closely monitor low performing ESSA subgroups and increase supports as data indicates.

Person Responsible Jennifer Sneddon (jennifermnsn@leeschools.net)

#4. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: When students are not in school, they are not learning. Last year we have 14% of our students miss more than 10% of the school year.

Measurable Outcome: Decrease the percent of students from 14% to 10%.

Person responsible for monitoring outcome: Jennifer Sneddon (jennifermnsn@leeschools.net)

Evidence-based Strategy: Assign mentor to student after missing school for two days.

Rationale for Evidence-based Strategy: Attendance will be pulled weekly. Students who have more than two days absent per quarter will receive a mentor who will check in with them everyday.

Action Steps to Implement

1. Meet with intervention team.
2. Pull weekly attendance with absent students.
3. Determine students who have missed more than two days in the quarter.
4. Assign a mentor to check up on student daily.
5. Closely monitor students in low performing ESSA subgroups and provide interventions as needed.

Person Responsible Jennifer Sneddon (jennifermnsn@leeschools.net)

#5. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Students who are suspended from class miss classroom instruction and fall behind their peers.

Measurable Outcome: Decrease the percent of students assigned to OSS from 43 students suspended one or more times to 35 as measured by SESIR reported to the District Support Application System by the end of May 2021.

Person responsible for monitoring outcome: Jennifer Sneddon (jennifermnsn@leeschools.net)

Evidence-based Strategy: Assign behavior mentor after second discipline offense.

Rationale for Evidence-based Strategy: Relationships are the most important factor to increase the likelihood students will make good choices.

Action Steps to Implement

1. Review and edit the PBIS system.
2. Utilize after school detention, community service, Wednesday night school and Saturday school instead of OSS.
3. Utilize restorative practices in lieu of referrals as possible.
4. Mentor teachers who have classroom management issues.
5. Closely monitor students in low performing ESSA subgroups and provide interventions as needed.

Person Responsible Jennifer Sneddon (jennifermnsn@leeschools.net)

#6. Instructional Practice specifically relating to Science**Area of Focus
Description and
Rationale:**

Science proficiency decreased by 1% from the year prior.

Measurable Outcome:

Increase science proficiency from 30% to 35%.

**Person responsible for
monitoring outcome:**

Jennifer Sneddon (jennifermnsn@leeschools.net)

**Evidence-based
Strategy:**

Students who are most likely to pass according to data is placed in a double block class of science with most effective science teacher.

**Rationale for Evidence-
based Strategy:**

These students will have science everyday with a teacher who has a higher effect of success for proficiency.

Action Steps to Implement

1. Use curriculum maps, instructional guides, high yield strategies above effect size 0.75.
2. Provide a pretest of the 6th and 7th grade power standards tested on the FCAT to determine point for remediation.
3. Provide small group instruction on power standards throughout the year.
4. Provide Rtl to students who are closest to passing the Compass test after every quarter for an additional hour per week.
5. Closely monitor progress of low performing subgroups and increase support as data indicates.

Person Responsible

Jennifer Sneddon (jennifermnsn@leeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining school wide priorities will be monitored in weekly PLC meetings by an assigned administrator. Each PLC will provide data and receive quarterly data chats.

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 ensuring all stakeholders are involved.

The School District of Lee County is working toward certification of Marzano's High Reliability levels which is intended to produce a system that has high reliability and becomes transformational in its approach to educating its students. When a school has met the criterion indicators for a specific level in the model, it

consistently monitors those indicators and makes immediate corrections when school performance falls below acceptable levels. The first level of school effectiveness is a Safe and Orderly Environment that Supports Cooperation and Collaboration. Our school is currently working through PLCs in leadership to bring forward the knowledge at the school level to begin our study of the leading indicators: (1) The faculty and staff perceive the school environment as safe and orderly. (2) Students, parents, and the community perceive the school environment as safe and orderly. (3) Teachers have formal roles in the decision-making process regarding school initiatives. (4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students (5) Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (6) Students, parents, and community have formal ways to provide input regarding the optimal functioning of the school. (7) The success of the whole school, as well as individuals within the school, is appropriately acknowledged (8) The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. As this knowledge is put into action, our school will work with teachers, students, parents, and community members to engage in and study the indicators to ensure that the school culture is inclusive and positive.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups					\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA					\$95,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	120-Classroom Teachers	0382 - Oak Hammock Middle School	Title, I Part A		\$95,950.00	
3	III.A.	Areas of Focus: Instructional Practice: Math					\$95,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21	
	5100	120-Classroom Teachers	0382 - Oak Hammock Middle School	Title, I Part A	2.0	\$95,950.00	
4	III.A.	Areas of Focus: Culture & Environment: Student Attendance					\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Discipline					\$0.00
6	III.A.	Areas of Focus: Instructional Practice: Science					\$0.00
Total:							\$191,900.00