

Collier County Public Schools

Oakridge Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	22
Budget to Support Goals	0

Oakridge Middle School

14975 COLLIER BLVD, Naples, FL 34119

<https://www.collierschools.com/oms>

Demographics

Principal: Ronna Smith

Start Date for this Principal: 8/25/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (69%) 2016-17: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

This plan was approved by the Collier County School Board on 10/7/2021.

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	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Oakridge Middle School

14975 COLLIER BLVD, Naples, FL 34119

<https://www.collierschools.com/oms>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>38%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>46%</p>

School Grades History

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

School Board Approval

This plan was approved by the Collier County School Board on 10/7/2021.

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.

Oakridge Middle School is committed to providing a safe, stimulating, and positive learning environment that inspires each student to obtain intellectual growth consistent with the student's highest possible abilities, and to pursue the development of good character.

Provide the school's vision statement.

Oakridge Middle School will educate future leaders by creating a positive and inspiring environment with opportunities for growth and success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Jackson, Margaret	Principal	<p>Ensuring that academic policies and curriculum are followed</p> <p>Developing and tracking benchmarks for measuring institutional success</p> <p>Helping teachers maximize their teaching potential</p> <p>Meeting and listening to concerns of students on a regular basis</p> <p>Encouraging, guiding and assisting student leaders and teachers</p> <p>Meeting with parents and administrators on a regular basis for problem resolution</p> <p>Enforcing discipline when necessary</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential</p> <p>Make decisions to keep faculty, staff, students, and visitors physically safe on campus</p>
Nelson, Eric	Assistant Principal	<p>Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs.</p> <p>Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school.</p> <p>Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal.</p> <p>Assists in the supervision of student enrollment, records, attendance, and health requirements.</p> <p>Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs.</p> <p>Relates to students with mutual respect while carrying out a positive and effective discipline policy.</p> <p>Has knowledge of local policies, state and federal laws relating to minors.</p> <p>Performs other related duties as needed.</p> <p>Coordinating and planning class schedules</p> <p>Assessing data such as state standards and test scores</p> <p>Hiring and training staff</p>
Edwards, Steve	Assistant Principal	<p>Enforcing attendance rules</p> <p>Meeting with parents to discuss student behavioral or learning problems</p> <p>Responding to disciplinary issues</p> <p>Coordinating use of school facilities for day-to-day activities and special events</p> <p>Working with teachers to develop curriculum standards</p>

Name	Position Title	Job Duties and Responsibilities
		Developing and maintaining school safety procedures Evaluating teachers and learning materials to determine areas where improvement is needed Assessing data such as state standards and test scores Coordinating transportation for students Maintaining systems for attendance, performance, planning, and other reports Supervising grounds and facilities maintenance Walking the hallways and checking in on teachers and classrooms Responding to emails from teachers, parents and community members

Demographic Information

Principal start date

Wednesday 8/25/2021, Ronna Smith

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.*

9

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.*

26

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,185

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

8

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	413	365	407	0	0	0	0	1185
Attendance below 90 percent	0	0	0	0	0	0	33	30	35	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	10	18	33	0	0	0	0	61
Course failure in ELA	0	0	0	0	0	0	0	29	20	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	5	17	27	0	0	0	0	49
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	35	54	0	0	0	0	115
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	27	39	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	29	43	0	0	0	0	89

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	367	362	396	0	0	0	0	1125
Attendance below 90 percent	0	0	0	0	0	0	6	9	10	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	3	13	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	11	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	24	38	0	0	0	0	81
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	17	31	0	0	0	0	70

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	1	0	0	0	0	0	1

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	3	12	0	0	0	0	16

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	367	362	396	0	0	0	0	1125
Attendance below 90 percent	0	0	0	0	0	0	6	9	10	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	3	13	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	11	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	24	38	0	0	0	0	81
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	22	17	31	0	0	0	0	70

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	1	0	0	0	0	0	1

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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	3	12	0	0	0	0	16

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	59%	54%	69%	61%	53%
ELA Learning Gains				59%	55%	54%	62%	59%	54%
ELA Lowest 25th Percentile				47%	45%	47%	50%	50%	47%
Math Achievement				76%	69%	58%	77%	71%	58%
Math Learning Gains				64%	62%	57%	67%	67%	57%
Math Lowest 25th Percentile				54%	57%	51%	51%	62%	51%
Science Achievement				64%	55%	51%	73%	60%	52%
Social Studies Achievement				83%	75%	72%	81%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	73%	56%	17%	54%	19%
Cohort Comparison						
07	2021					
	2019	63%	55%	8%	52%	11%
Cohort Comparison		-73%				
08	2021					
	2019	74%	58%	16%	56%	18%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	76%	61%	15%	55%	21%
Cohort Comparison						
07	2021					
	2019	75%	66%	9%	54%	21%
Cohort Comparison		-76%				
08	2021					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	63%	52%	11%	48%	15%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	72%	10%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	67%	22%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

Benchmark testing is done quarterly

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(233/341) 68%	(260/355) 73%	(223/351) 64%
	Economically Disadvantaged	(82/137) 60%	(93/142) 65%	(75/135) 56%
	Students With Disabilities	(10/38) 26%	(16/41) 39%	(6/38) 16%
	English Language Learners	(8/25) 32%	(9/26) 35%	(5/25) 20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(243/350) 69%	(263/356) 74%	(197/342) 58%
	Economically Disadvantaged	(80/139) 58%	(90/144) 63%	(60/130) 46%
	Students With Disabilities	(12/38) 32%	(13/40) 33%	(6/37) 16%
	English Language Learners	(10/26) 38%	(13/26) 50%	(4/22) 18%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(198/345) 57%	(260/363) 72%	(256/362) 71%
	Economically Disadvantaged	(59/127) 46%	(82/142) 58%	(85/140) 61%
	Students With Disabilities	(8/32) 25%	(13/36) 36%	(9/34) 26%
	English Language Learners	(4/20) 20%	(10/21) 48%	(8/22) 36%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(263/345) 76%	(279/359) 78%	(215/354) 61%
	Economically Disadvantaged	(79/129) 61%	(94/142) 66%	(63/138) 46%
	Students With Disabilities	(11/34) 32%	(15/36) 42%	(7/34) 21%
	English Language Learners	(13/19) 68%	(12/21) 57%	(9/22) 41%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	(196/365) 54%	(249/376) 66%	(208/379) 55%
	Economically Disadvantaged	(57/149) 38%	(75/159) 47%	(60/161) 37%
	Students With Disabilities	(10/42) 24%	(14/45) 31%	(8/44) 18%
	English Language Learners	(3/28) 11%	(5/29) 17%	(2/29) 7%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	(24/92) 26%	(27/101) 27%	(24/102) 24%
	Economically Disadvantaged	(15/63) 24%	(17/70) 24%	(15/67) 22%
	Students With Disabilities	(6/27) 22%	(4/28) 14%	(3/27) 11%
	English Language Learners	(3/19) 16%	(2/19) 11%	(4/18) 22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	(236/364) 65%	(258/374) 69%	(243/370) 66%
	Economically Disadvantaged	(80/154) 52%	(88/160) 55%	(80/156) 51%
	Students With Disabilities	(16/44) 36%	(14/45) 31%	(11/43) 26%
	English Language Learners	(7/28) 25%	(8/29) 28%	(10/29) 34%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	(204/363) 56%	(228/373) 61%	(232/364) 64%
	Economically Disadvantaged	(59/149) 40%	(71/158) 45%	(80/155) 52%
	Students With Disabilities	(12/41) 29%	(13/45) 29%	(13/39) 33%
	English Language Learners	(1/29) 3%	(5/29) 17%	(7/27) 26%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	25	15	29	39	39	25	43	45		
ELL	48	49	46	60	57	49	19	76	64		
ASN	93	78		98	81		100	100	100		
BLK	53	40	20	45	42	36	41	78	73		
HSP	56	53	31	65	58	45	43	76	79		
MUL	64	50		68	63			82			
WHT	74	60	40	83	67	54	68	88	88		
FRL	54	49	29	61	56	44	42	74	77		
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	27	46	45	34	50	49	23	49	69		
ELL	42	58	50	46	53	47	35	48	75		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	90	69		95	83		76	100	93		
BLK	47	61	53	61	49	51	32	61			
HSP	64	56	43	66	61	53	54	80	81		
MUL	80	67		83	60		64				
WHT	74	60	48	80	67	54	71	86	90		
FRL	54	55	42	61	57	51	54	68	80		

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	22	39	34	38	45	44	24	58			
ELL	25	47	45	56	68	60	40	54			
ASN	83	75		89	78		88	95	95		
BLK	49	51	47	50	59	53	50	67	92		
HSP	63	62	53	69	64	51	57	75	89		
MUL	72	50		77	64						
WHT	74	63	48	82	69	53	82	83	94		
FRL	57	56	48	64	61	54	57	75	90		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Our lowest achieving students had the fewest gains.

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

Oakridge Middle School's scores outperformed the state and district in most every area except for the gains scores for our students who scored in the lowest 25% in ELA.

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

Many students did not have the personal support they would have if they attended school in-person the entire year. The pandemic was a distraction for faculty, parents, and students. Ways to improve gain scores for this year would be to focus on differentiation in the classroom. Build a culture where students take ownership of their learning while increasing the sense of belonging at the school.

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

We had a 5 point increase on our 7th grade civics achievement score.

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

Our Civics teachers have increased efforts to work together to increase student success. The meetings are very focused and they are supportive of one another. There has been a stronger focus on data over the last two years.

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

We are focusing on teaching to the edges, lessons that cause learning for every student. Student specific data is being used to have student data chats and discuss how close they are to the next gain level. Strong teachers will be moved to critical need areas to help students that need it the most.

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

We are incorporating the "Leader In Me" model school wide. Our ESE inclusion teachers will be trained in Read 180, helping them be more effective with students in the ELA classes.

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

Teachers that request or are recommended for will have opportunities for instructional rounds and observations. New teachers

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Gain scores for ELA of our lowest 25% was the greatest area of need and was the lowest scoring area of the school grade.
Measurable Outcome:	Improve gain scores by 3% for our lowest 25% in ELA on FSA final assessments Spring 2022.
Monitoring:	Benchmark tests will be given quarterly to identify student improvement to verify that we are on track for gains.
Person responsible for monitoring outcome:	Margaret Jackson (jacksoma@collierschools.com)
Evidence-based Strategy:	Read 180 professional development will be given to all intensive reading teachers who work with our lowest students.
Rationale for Evidence-based Strategy:	With all teachers being knowledgeable about the Read 180 program, so they have current and possibly increased knowledge of its features to allow them to get the most out of the software for the benefit of student achievement. Teachers will be able to work together with continuity and fidelity and support each other and increase differentiation to meet the needs of the individual students.

Action Steps to Implement

Teachers will be able to see current student data and focus on areas of needs for their specific students.

Person Responsible Pam Baldwin (baldwipa@collierschools.com)

Read 180 training will be scheduled and implemented for the teachers involved with our lowest 25% students.

Person Responsible Pam Baldwin (baldwipa@collierschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Only 15% of our student with disabilities achieved gains last year in ELA. Previous year's scores ranged from 35%-45%.

Measurable Outcome: Increase gain scores for students with disabilities by 20%.

Monitoring: Benchmarks will be given quartely to measure students' progress towards gains.

Person responsible for monitoring outcome: Eric Nelson (nelsoe@collierschools.com)

Evidence-based Strategy: Inclusion teachers will receive professional development training on how to use the Read 180 program that is utilized for intensive language arts.

Rationale for Evidence-based Strategy: This will equip the inclusion teachers so they are more effective when working with the teacher on lesson plans and be more effective working with the students because they understand the capabilities of the program.

Action Steps to Implement

Set up and execute a professional development training for the ESE inclusion teachers with the Read 180 program.

Person Responsible Pam Baldwin (baldwipa@collierschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: We need to increase our gain scores in math for our lowest 25%. Although our students do well with an overall achievement, our math gain scores are low, especially for students in our lowest 25%. Our math gains for the lowest 25% dropped 6 percentage points from 2019.

Measurable Outcome: Increase the math gains for our lowest 25% by 3% for the 2021-2022 school year.

Monitoring: Collaborative planning for teachers will be scheduled and happen on a regular basis to discuss the results and plan for future lessons. Student success will also be monitored during this time. Benchmark data will be analyzed for student success, and weaker testing areas and standards. Teachers will discuss best practices and share professional strategies and lessons that are shown to be more successful.

Person responsible for monitoring outcome: Margaret Jackson (jacksoma@collierschools.com)

Evidence-based Strategy: After School Math Tutoring Program and during lunch. Students can choose to attend after school math tutoring sessions and students identified as lowest 25% in 6th grade that are currently not performing will be offered lunchtime tutoring sessions in addition to the after school tutoring sessions.

Rationale for Evidence-based Strategy: Students will have more opportunity to complete work, increase understanding and fluency during the tutoring sessions. This would allow students to gain 600 additional minutes or more depending on attendance of the programs.

Action Steps to Implement

Set up the tutoring programs.

Person Responsible Margaret Jackson (jacksoma@collierschools.com)

Additional Schoolwide Improvement Priorities

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

Oakridge Middle School scores in the category of "Very Low" incidents per 100 students with 0.8 incidents per 100 students. Overall, our school incident rate is less than half of the Florida State suspension rate. Oakridge had a suspension rate of only 9 suspensions per 100 students.

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.

We have implemented elements of the "Leader in Me" program to help students take ownership of their learning and help them make good choices regarding their school work and behavior. Additionally, connect for success has reinforced this concept and also works with students on good mental health habits as well. Another area we are addressing is more consistency with students regarding behavior, and communication with parents by using the planner for communicating homework and behavior. This will keep parents informed of their child's status more frequently leading to increased parental involvement and support.

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

Teacher and staff work to create a positive and safe learning environment for all students. Parents support the work done by the school to reinforce learning at home and also take an active role in supporting the school either through volunteer efforts, going to SAC meetings, or participating in school events. Community member can get involved by going to SAC meetings and school events. They can also provide for enhanced learning by using their businesses for donations or learning possibilities that are relevant to OMS.