Oak Hammock Middle School

2021-22 Schoolwide Improvement Plan

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Oak Hammock Middle School

5321 TICE ST, Fort Myers, FL 33905

http://ohm.leeschools.net//

Demographics

Principal: David Howdyshell

Start Date for this Principal: 9/20/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: C (48%) 2017-18: C (47%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
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	81%

School Grades History

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

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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.

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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. 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	Position Title	Job Duties and Responsibilities
McMillan Barnes, Jennifer	Principal	
Edwards, Jennifer	Assistant Principal	
	Assistant Principal	
Falk, Carl	Assistant Principal	

Demographic Information

Principal start date
Monday 9/20/2021, 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.*
3

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.*
41

Total number of teacher positions allocated to the school

Total number of students enrolled at the school
1,543

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

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

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	519	514	510	0	0	0	0	1543
Attendance below 90 percent	0	0	0	0	0	0	106	111	146	0	0	0	0	363
One or more suspensions	0	0	0	0	0	0	15	21	20	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	62	8	13	0	0	0	0	83
Course failure in Math	0	0	0	0	0	0	82	13	20	0	0	0	0	115
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	159	151	166	0	0	0	0	476
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	153	174	161	0	0	0	0	488
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	160	158	167	0	0	0	0	485

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	5	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	11	4	5	0	0	0	0	20

Date this data was collected or last updated
Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	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

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	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

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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

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				40%	55%	54%	37%	55%	53%
ELA Learning Gains				49%	56%	54%	45%	54%	54%
ELA Lowest 25th Percentile				35%	44%	47%	41%	44%	47%
Math Achievement				54%	64%	58%	47%	62%	58%
Math Learning Gains				57%	64%	57%	56%	63%	57%
Math Lowest 25th Percentile				47%	54%	51%	46%	54%	51%
Science Achievement				30%	50%	51%	31%	52%	52%
Social Studies Achievement				50%	70%	72%	54%	69%	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	36%	52%	-16%	54%	-18%
Cohort Comparison						
07	2021					
	2019	32%	51%	-19%	52%	-20%
Cohort Comparison		-36%				
08	2021					
	2019	41%	57%	-16%	56%	-15%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	47%	6%	55%	-2%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	28%	57%	-29%	54%	-26%
Cohort Comparison		-53%				
08	2021					
	2019	53%	60%	-7%	46%	7%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	46%	-19%	48%	-21%
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	43%	67%	-24%	71%	-28%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	59%	37%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

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

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	121/26.7	161/33.8	169/35.1
	Economically Disadvantaged			
	Students With Disabilities	2/4	4/7.5	3/5.7
	English Language Learners	3/2.2	9/6.5	9/6.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69/19.7	107/28.8	129/34.2
	Economically Disadvantaged			
	Students With Disabilities	2/4.3	2/3.9	3/5.8
	English Language Learners	6/5.7	13/12	16/14.3

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	136/31.5	189/41	187/40
	Economically Disadvantaged			
	Students With Disabilities	4/10.3	5/11.4	4/9.3
	English Language Learners	6/5.7	8/7.1	9/7.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80/43.2	99/48.8	105/51.2
	Economically Disadvantaged			
	Students With Disabilities	4/11.8	6/15.4	6/16.4
	English Language Learners	5/12.2	9/20	11/23.9
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	163/40.1	232/50.2	279/61.6
	Economically Disadvantaged			
	Students With Disabilities	6/15.4	7/15.9	11/26.2
	English Language Learners	9/9.4	22/19.6	35/30.2

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	174/37.3	227/45.4	231/46
	Economically Disadvantaged			
	Students With Disabilities	0/0	5/8.6	4/6.9
	English Language Learners	5/4	16/11.9	14/10.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	143/36.9	174/41	187/43.1
	Economically Disadvantaged			
	Students With Disabilities	3/6.4	7/11.9	4/6.9
	English Language Learners	14/12.5	27/22.9	20/16.7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	61/17.8	103/25.6	137/39.5
	Economically Disadvantaged			
	Students With Disabilities	0/0	0/0	3/7.3
	English Language Learners	2/2.1	6/5.7	12/12.4

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	9	23	27	18	29	24	2	31			
ELL	24	40	29	30	36	34	11	39	46		
BLK	35	40	29	32	34	30	19	49	57		
HSP	37	46	31	41	37	34	26	51	58		
MUL	58	50		64	48						
WHT	63	64	35	60	54	32	42	78	68		
FRL	37	44	31	40	37	30	24	52	55		
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		

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
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		

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
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	55
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The percent of students proficient at Oak Hammock Middle School is consistently below the district average in all core content areas, with the exception of Algebra 1. From the 2018 to the 2019 school year, Oak Hammock increased the percent of students proficient in both ELA and Math in all three categories, achievement, learning gains, and learning gains of the bottom 25%.
In 2019, Oak Hammock surpassed the district average for proficiency in both 6th grade math and Algebra 1. On the other hand, student proficiency in both science and social studies decreased.
From 2018 to 2019, ELL students made gains in all math categories and science. In addition, black, multiracial, and white students made gains in ELA and math.
Based on this data, students are making gains in both math and reading in varying degrees. In science and social studies, the trend is negative.

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

Based on the data presented, the areas for the greatest need for improvement are in 7th grade social studies 8th grade science, and learning gains of the lowest 25% in ELA. These areas have all decreased from 2018 and are below the state and district average.

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

Contributing factors include teacher turnover, not teaching to the rigor of certain standards, and not looking specifically at the data for the lowest 25%.
In order to make improvements in social studies, teachers must first determine which standards students are not grasping. With this information, they need to determine strategies for teaching and reteaching these standards. Teachers must use common assessments on a regular basis to evaluate the effectiveness of their teaching. In addition, social studies teachers need to implement reading strategies and instructional strategies, such as DBQs.
In science, teachers need to determine areas most in need of improvement and work as a team to support students. This includes all grades because the state test is comprehensive. Life science and physical science teachers must align their teaching to include review of the previous grade's material in a manner that makes connections. In order to do this, teachers must work collaboratively in common planning and in PLCs. Science teachers must also be very diligent about tracking data and providing remediation as needed. Because the science FCAT is reading heavy, science teachers must also implement reading strategies and vocabulary strategies to help students successfully answer questions.
Language arts teachers need to closely monitor data as well. This includes weekly formative checks and remediation for those standards on which students are not performing well.

All teachers need to ensure teaching and questioning includes scaffolding and a high level of rigor that is aligned to the rigor of the standard they are teaching.

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

The most improvement was shown on Math achievement level and ELA learning gains. Math achievement rose 7% from 2018 to 2019 and ELA achievement level rose 4% from 2018 to 2019.

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

Math teachers used common bell work and tracked standards mastery weekly. In addition, they provided remediation at least 1-2 times monthly on skills that were not mastered. In language arts, teachers used common bell work that was aligned to the standards and the department chair held weekly data chats in common planning. Language arts teachers also incorporated more project based learning in all grade levels.

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

In order to accelerate learning, teachers in core subject areas will need to monitor student data closely using formative assessments aligned to the standards. This will include student data folders in all core areas and weekly data collection from common assessments. Weekly formatives will also align to common bellwork given in each of the core classes. Teachers in core areas will also integrate high yield instructional strategies in their daily lessons. This will include distributed summarizing, writing to raise achievement, numbered heads, higher order thinking, and text dependent questioning. Because our progress monitoring data shows vocabulary as our greatest area of need, we will also implement school-wide vocabulary instruction. Vocabulary will be based on morphology and will be distributed school-wide weekly along with strategies to implement in the classroom.
Peer collaborative teachers and academic coaches will model lessons that include high yield strategies to support teachers in core academic areas. Teachers in core areas will also go on learning walks to observe their team members and model lessons.
The reading coach will provide model lessons for implementing reading strategies, such as close reads, into core academic content areas.
Peer collaborative teachers and academic coaches will assist core academic teachers with collecting and analyzing data in small groups and school-wide and will help with creating remediation activities for areas in need of improvement.
To support teachers, we have three peer collaborative teachers, a math coach, a reading coach, a language arts coach, a social studies coach, and a science coach.

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.

Teachers and leaders are able to participate in the district's iReady professional development opportunities as well as all leading and learning professional development provided. Peer collaborative teachers will also provide professional development for the implementation of high yield strategies. Learning walks will also be implemented as part of the professional development provided by the peer collaborative teachers.
Academic coaches and peer collaborative teachers also meet biweekly with administrators to discuss plans and review standards, assessments, and data.
Teachers and leaders are able to attend conferences as they arise, although it is difficult at this time with covid. including, but not limited to, iReady conferences and BEST standards trainings.

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

To ensure sustainability, all teachers and leaders must have access to training and must implement the programs and strategies. Trainings, information, and data must be accessible school-wide. To ensure this, peer collaborative teachers have created an Oak Hammock Playbook that includes district resources, high yield strategies trainings and resources, lesson plan templates, data collection templates, teacher resources for processes and procedures, and data. All teachers and teachers new to the building have access to the playbook.

In addition, lesson plans and assessments are kept in a school Google drive so that all teachers have access to use and edit as needed.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	After analyzing the data, it was determined that there was an overwhelmingly high number of property incidents within the school. Compared to the state data, Oak Hammock middle ranks #550 out of #553 for property indicidents. Specifically, vandalism has the highest rate with 0.8 incidents per 100 students.
Measurable Outcome:	Oak Hammock Middle School plans to decrease the rate of vandalism from 0.8 per 100 students to 0.2 per 100 students by the end of FY 22.
Monitoring:	The area of focus is culture & environment, specifically relating to school safety. This will be monitored weekly. There is a newly implemented program on campus that encapsulates the ideologies of IB and AVID. "Adopt a Hallway" is a way for students to creatively beautify the campus, while maintaining an orderly area. Additionally, administration and school leaders will monitor behavioral data to ensure that students who present any issues with school safety are brought in for a counseling session.
Person responsible for monitoring outcome:	Jennifer McMillan Barnes (jennifermm@leeschools.net)
Evidence-based Strategy:	For this Area of Focus, the evidence-based strategy being implemented is the use of restorative justice practices. Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. On our campus, these restorative practices will help to reduce violence and bullying, improve human behavior, strengthen civil society, provide effective leadership, and repair harm.
Rationale for Evidence-based Strategy:	The use of restorative practices is highly beneficial for our campus because it uses a collaborative approach, while requiring students to take ownership of their actions and explore the intentions behind their actions. A traditional approach relies on predetermined punishments that may not relate to the offending action and does nothing to improve school culture.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.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.

This data determined that in addition to property incidents, there were a high number of threat and intimidation incidents, comparatively. This is another area of concern that our school will monitor during this school term. The use of restorative justice practices will allow us to recognize and use the inherent value of misbehavior as an opportunity for social and emotional learning. As a result, the behavior and discipline data collected will be monitored and used to increase school culture and foster a safe learning environment for all 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.

Oak Hammock Middle School addresses building a positive school culture and environment by implementing student and staff recognitions and celebrations, monthly hallway competitions that relate to annual holidays or events, reading challenges that aim to strengthen the reading culture on campus, after-school events for students and staff, family night events, and the use of restorative justice practices. Additionally, the use of rigorous, standards-based instruction in all classes provides students with clear academic goals and encourages them to be critical thinkers and risk takers. Lastly, our partnerships with local organizations have highly contributed to a positive school culture. Our school partners with Crossroads church and Horace Mann. Many of our staff members and students also give back to the community by volunteering at Harry Chapin food bank on a regular basis. All of these components target the population on our campus and work to maintain a sense of community and belonging.

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

The stakeholders involved in promoting a positive culture and environment at the school are:
- Administration: their role is to oversee all activities and events on campus, as well as meet with school-based leadership to assist in organizing the events.
- School-based leadership - their role is to organize various activities on campus and push that information our to the staff members.
- Instructional staff - their role is to ensure that each student is aware of the expectations set forth by

administration, as well as keep students informed on the activities planned.
- Families - their role is to provide an additional level of support to students, especially with participating in school wide events.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: School Safety	$0.00
		Total:	**$0.00**