

Collier County Public Schools

Oakridge Middle School



2022-23 Schoolwide Improvement Plan

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Oakridge Middle School

14975 COLLIER BLVD, Naples, FL 34119

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

Demographics

Principal: Ronna Smith

Start Date for this Principal: 7/11/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2021-22 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	2021-22: A (69%) 2018-19: A (67%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Collier 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Smith, Ronna	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>

Name	Position Title	Job Duties and Responsibilities
		<p>Working with teachers to develop curriculum standards</p> <p>Developing and maintaining school safety procedures</p> <p>Evaluating teachers and learning materials to determine areas where improvement is needed</p> <p>Assessing data such as state standards and test scores</p> <p>Coordinating transportation for students</p> <p>Maintaining systems for attendance, performance, planning, and other reports</p> <p>Supervising grounds and facilities maintenance</p> <p>Walking the hallways and checking in on teachers and classrooms</p> <p>Responding to emails from teachers, parents and community members</p>
Monzone, Vincent	Curriculum Resource Teacher	<p>Assist students with discipline and attendance</p> <p>Work with students to increase Social Studies achievement</p> <p>Assist administration with other duties as assigned</p>
Lazar, Jennifer	Instructional Coach	<p>Assist ELA Teachers with Curriculum and Instruction</p> <p>Coach ELA teachers to improve instruction</p> <p>Inform ELA teachers of data and lead discussions on strategies to improve individual and group data regarding ELA achievement</p> <p>Assist new ELA teachers by coaching them and leading them</p>
Matts, Jen	Math Coach	<p>Assist Math Teachers with Curriculum and Instruction</p> <p>Coach Math teachers to improve instruction</p> <p>Inform Math teachers of data and lead discussions on strategies to improve individual and group data regarding Math achievement</p> <p>Assist new Math teachers by coaching them and leading them</p>

Demographic Information

Principal start date

Monday 7/11/2022, Ronna Smith

Number of teachers with a 2022 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 2022 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.*

30

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,194

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

22

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	394	414	385	0	0	0	0	1193	
Attendance below 90 percent	0	0	0	0	0	0	44	45	42	0	0	0	0	131	
One or more suspensions	0	0	0	0	0	0	16	53	50	0	0	0	0	119	
Course failure in ELA	0	0	0	0	0	0	6	79	22	0	0	0	0	107	
Course failure in Math	0	0	0	0	0	0	10	30	52	0	0	0	0	92	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	38	39	47	0	0	0	0	124	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	39	43	31	0	0	0	0	113	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	0	47	0	0	0	0	85	

Using the table above, complete the table below with the number of students by current grade level who have 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	22	70	48	0	0	0	0	140	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	2	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Wednesday 8/24/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	55%	50%				71%	59%	54%
ELA Learning Gains	59%						59%	55%	54%
ELA Lowest 25th Percentile	43%						47%	45%	47%
Math Achievement	80%	34%	36%				76%	69%	58%
Math Learning Gains	71%						64%	62%	57%
Math Lowest 25th Percentile	60%						54%	57%	51%
Science Achievement	63%	67%	53%				64%	55%	51%
Social Studies Achievement	90%	64%	58%				83%	75%	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	2022					
	2019	73%	56%	17%	54%	19%
Cohort Comparison						
07	2022					
	2019	63%	55%	8%	52%	11%
Cohort Comparison		-73%				
08	2022					
	2019	74%	58%	16%	56%	18%
Cohort Comparison		-63%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	76%	61%	15%	55%	21%
Cohort Comparison						
07	2022					
	2019	75%	66%	9%	54%	21%
Cohort Comparison		-76%				
08	2022					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	63%	52%	11%	48%	15%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	72%	10%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	67%	22%	61%	28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	35	44	43	39	51	48	13	61	57		
ELL	46	51	44	59	62	53	38	63	88		
ASN	91	74		100	88		100	100	95		
BLK	51	52	34	63	61	50	38	89	100		
HSP	66	58	40	72	65	60	51	81	81		
MUL	57	50	40	63	67	60		77			
WHT	77	60	47	85	74	64	70	96	88		
FRL	60	53	37	67	63	55	44	85	82		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	668
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
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	63
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	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	73
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 school scores consistently above the district and state levels in almost every category.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our ELA L25 and our 8th Grade Math Achievement scores were the areas our school struggled the most.

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

Our greatest need is to improve instruction for specific areas and to meet student's individual needs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We saw large improvement in many areas, but mostly in Math and Civics 6% in each area.

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

Our school focused on data and worked diligently to address the areas of greatest weakness. We shared data with teachers and had them meet regularly and have a common planning to share information more readily.

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

Instructional techniques will have to improve school-wide to address specific content areas for students. In addition to professional development, teachers can collaborate to use best practices when covering content in the classroom.

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.

Since we are going to focus on specific and often individual data points, the strategy that is chosen should be effective at delivering results for specific content areas. Small Group Instruction will be a school-wide professional development so all teachers can assist towards student growth.

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

Additionally, teachers must continue to use data and collaborate regularly to ensure that students' needs are being addressed and quality and targeted remediation is occurring.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is to increase the overall levels of proficiency in in ELA grades six through eight.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase reading proficiency based on our progress monitoring throughout the FY 2022-2023 school year. The goal is to increase the percentage by a minimum of 3%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be able to monitor student success using District Resources' common assessments at each level of ELA, as well as data taken from the FAST Progress Monitoring assessments.

Person responsible for monitoring outcome:

Ronna Smith (smithr1@collierschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We have identified our L25 students in each course and are using data from both formative and summative assessments to minimize gaps in foundational skills. Our ELA teachers and Literacy Coach are implementing the use of small group instruction to help differentiate the material for both lower and higher level students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By putting an emphasis on our lowest L25, we are addressing students that are at the highest risk of not being proficient. Assionally by focusing on small group instruction, we are increasing our teachers fluency in a highly effective strategy to help produce results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the L25 for each course and provide the data for each ELA teacher.

Person Responsible

Jennifer Lazar (lazarje@collierschools.com)

2. Small Group Instruction Professional Development session for the faculty

Person Responsible

Jennifer Lazar (lazarje@collierschools.com)

3. Collaboration in Professional Learning Communittees - ELA Teachers - Monitored by Administration

Person Responsible

Ronna Smith (smithr1@collierschools.com)

4. Collect testing data - and repeat step 3 on a monthly basis - ELA Teachers - Monitored by Administration

Person Responsible

Ronna Smith (smithr1@collierschools.com)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

One of our areas of focus is to see an increase in the overall levels of proficiency in math in grades six through eight. We want to continue a steady incline of success with our students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our plan is to increase levels of proficiency in math by at least 3%, for both grades six through eight.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be able to monitor student success using District created common assessments at each level of math. We will also be able to use data taken from the FAST assessments and District Benchmarks.

Person responsible for monitoring outcome:

Eric Nelson (nelsoe@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We have identified our L25 in each course and are using data from both formative and summative assessments to keep track of gaps in foundational skills. Our intensive math teachers, math coach and regular math teachers are collaborating on strategies to help these students with their specific needs on a regular basis.

Implementing the use of small group instruction to help differentiate the material for both low and high levels will be another strategy that we use in all classrooms.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By putting an emphasis on our lowest L25, we are addressing students that are at the highest risk of not being proficient. Additionally by focusing on small group instruction, we are increasing our teachers fluency in a highly effective strategy to help produce results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the L25 for each Math course - and provide the list for each math teacher

Person Responsible

Jen Matts (mattsj@collierschools.com)

2. Small Group Instruction - Professional Development session for the faculty

Person Responsible

Jennifer Lazar (lazarje@collierschools.com)

3. Collaboration in Professional Learning Communities - Math Teachers - Monitored by Administration

Person Responsible

Eric Nelson (nelsoe@collierschools.com)

4. Collect testing data - and repeat step 3 on a monthly basis - Math Teachers

Person Responsible

Eric Nelson (nelsoe@collierschools.com)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Another specific area of focus is to increase the level of proficiency with our Algebra students on the EOC, since our levels of achievement were not as high as we expected SY22.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our plan is to increase levels of proficiency in Algebra by at least 3%, for all Algebra courses.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be able to monitor student success using District created common assessments at each level of math. We will also be able to use data taken from the FAST assessments and District Benchmarks.

Person responsible for monitoring outcome:

Eric Nelson (nelsoe@collierschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We have identified our L25 in each Algebra course and are using data from both formative and summative assessments to keep track of gaps in foundational skills. Our math coach and regular math teachers are collaborating on strategies to help these students with their specific needs on a regular basis. Implementing the use of small group instruction to help differentiate the material for both low and high levels will be another strategy that we use in all classrooms.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By putting an emphasis on our lowest L25, we are addressing students that are at the highest risk of not being proficient. Additionally by focusing on small group instruction, we are increasing our teachers fluency in a highly effective strategy to help produce results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify the L25 for each Algebra course and provide the list for each math teacher.

Person Responsible

Jen Matts (mattsj@collierschools.com)

2. Small Group Instruction - Professional Development session for the faculty

Person Responsible

Jennifer Lazar (lazarje@collierschools.com)

3. Collaboration in Professional Learning Communities - Algebra Teachers - Monitored by Administration

Person Responsible

Eric Nelson (nelsoe@collierschools.com)

4. Collect testing data - and repeat step 3 on a monthly basis - Algebra Teachers - Monitored by Administration

Person Responsible

Eric Nelson (nelsoe@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 and are reinforcing positive behavior with Bulldog Bucks that can be used for fun events or merchandise. Additionally, connect for success has reinforced this concept and also works with students on good mental healthy habits as well. Another area we are addressing is more consistency with students regarding behavior, and communication with parents with meeting talking about expectations for students especially for students taking courses that yield high school credits. Finally, we are increasing supervision by utilizing teacher assistance and also expanding our morning program so students are supervised in the mornings rather than waiting as a group outside the school. During the morning program, students can do homework, receive assistance and also eat breakfast.

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

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 involed 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. School leadership will model and support a positive school culture by actions and promoting ideas of staff and students that encourage a quality school environment.