Oak View Middle School

2021-22 Schoolwide Improvement Plan

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Oak View Middle School

1203 SW 250TH ST, Newberry, FL 32669

https://www.sbac.edu/oakview

Demographics

Principal: Kelly Armstrong

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 5-8
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)	50%
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 (62%) 2017-18: A (62%) 2016-17: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Alachua 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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Oak View Middle School

1203 SW 250TH ST, Newberry, FL 32669

https://www.sbac.edu/oakview

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 5-8	No	72%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

School Board Approval

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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.

The mission of Oak View Middle School is to provide 21st century skills that will inspire lifelong learning and prepare our students to be literate and productive citizens.
The mission of the Center for Advanced Academics and Technology magnet at Oak View is to prepare students to become lifelong learners and achievers in sophisticated scholastic and technical arenas as they pursue their educational and professional goals in a digital age.

Provide the school's vision statement.

Oak View Middle School is a center of excellence where children can achieve full potential in their academic, technological, creative, personal and moral development in and outside the classroom.

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
Armstrong, Kelly	Principal	Participates in design and implementation of professional development. Assists in design and implementation for progress monitoring, data collection and data analysis, performs classroom walk-throughs, and monitors lesson plans, 504/IEP meetings, and student achievement.
Lynch, Matt	Assistant Principal	Identifies patterns of student need and schedules students according to needs.. Works with staff to identify appropriate research based instructional strategies. Provides support for assessment and implementation monitoring.
Karas, Casey	Assistant Principal	Identifies patterns of student need and schedules students according to needs.. Works with staff to identify appropriate research based instructional strategies. Provides support for assessment and implementation monitoring.

Demographic Information

Principal start date
Sunday 7/1/2018, Kelly Armstrong

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.*

2

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.*

18

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

951

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

4

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

4

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	134	268	266	283	0	0	0	0	951
Attendance below 90 percent	0	0	0	0	0	30	50	27	39	0	0	0	0	146
One or more suspensions	0	0	0	0	0	4	2	8	13	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	26	17	44	52	0	0	0	0	139
Course failure in Math	0	0	0	0	0	19	27	45	52	0	0	0	0	143
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	37	34	47	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	44	45	44	0	0	0	0	139
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	23	47	62	65	0	0	0	0	197

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	1	0	6	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	3	4	5	4	0	0	0	0	16

Date this data was collected or last updated

Wednesday 9/22/2021

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	249	247	240	0	0	0	0	736
Attendance below 90 percent	0	0	0	0	0	11	12	31	22	0	0	0	0	76
One or more suspensions	0	0	0	0	0	2	4	18	5	0	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	3	8	6	0	0	0	0	17
Course failure in Math	0	0	0	0	0	2	4	14	7	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	35	43	25	0	0	0	0	116
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	18	43	43	28	0	0	0	0	132

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	12	27	42	24	0	0	0	0	105

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	0	0	0	0	0	

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	249	247	240	0	0	0	0	736
Attendance below 90 percent	0	0	0	0	0	11	12	31	22	0	0	0	0	76
One or more suspensions	0	0	0	0	0	2	4	18	5	0	0	0	0	29
Course failure in ELA	0	0	0	0	0	0	3	8	6	0	0	0	0	17
Course failure in Math	0	0	0	0	0	2	4	14	7	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	35	43	25	0	0	0	0	116
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	18	43	43	28	0	0	0	0	132

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	12	27	42	24	0	0	0	0	105

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	0	0	0	0	0	

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				64%	59%	54%	65%	60%	53%
ELA Learning Gains				59%	56%	54%	63%	58%	54%
ELA Lowest 25th Percentile				44%	41%	47%	48%	40%	47%
Math Achievement				63%	60%	58%	62%	60%	58%
Math Learning Gains				60%	56%	57%	58%	62%	57%
Math Lowest 25th Percentile				41%	46%	51%	40%	45%	51%
Science Achievement				60%	53%	51%	58%	56%	52%
Social Studies Achievement				77%	73%	72%	81%	73%	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
05	2021					
	2019	56%	55%	1%	56%	0%
Cohort Comparison						
06	2021					
	2019	67%	53%	14%	54%	13%
Cohort Comparison		-56%				
07	2021					
	2019	64%	54%	10%	52%	12%
Cohort Comparison		-67%				
08	2021					
	2019	64%	61%	3%	56%	8%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	56%	57%	-1%	60%	-4%
Cohort Comparison						
06	2021					
	2019	61%	52%	9%	55%	6%
Cohort Comparison		-56%				
07	2021					
	2019	63%	59%	4%	54%	9%
Cohort Comparison		-61%				
08	2021					
	2019	24%	27%	-3%	46%	-22%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison						
08	2021					
	2019	62%	54%	8%	48%	14%
Cohort Comparison		-54%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	69%	7%	71%	5%
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	92%	56%	36%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	48%	52%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

Two primary tools are used to monitor student progress throughout the year. For all students in core classes, the district-wide progress monitoring tool (AIMS) will be used 3x annually. Additionally, all students scoring a level 1 or 2 on the previous year's FSA ELA assessment will also take the iReady diagnostic 3x annually. Lastly, IXL data is used in our 5th-8th grade math classes to monitor student progress in math.

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	34	53
	Economically Disadvantaged	23	21	40
	Students With Disabilities	11	22	24
	English Language Learners	17	17	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	47	64
	Economically Disadvantaged	54	36	62
	Students With Disabilities	22	29	0
	English Language Learners	83	33	83
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	73	NA
	Economically Disadvantaged	47	62	NA
	Students With Disabilities	28	3	NA
	English Language Learners	33	100	NA
Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	40	0
	Economically Disadvantaged	32	22	0
	Students With Disabilities	18	14	17
	English Language Learners	36	21	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	21	3
	Economically Disadvantaged	12	22	4
	Students With Disabilities	7	0	0
	English Language Learners	25	25	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	69	65
	Economically Disadvantaged	24	21	35
	Students With Disabilities	9	19	56
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	9	0
	Economically Disadvantaged	7	6	0
	Students With Disabilities	0	0	15
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	51	34	56
	Economically Disadvantaged	27	21	46
	Students With Disabilities	0	0	0
	English Language Learners	100	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	44	53
	Economically Disadvantaged	58	28	34
	Students With Disabilities	33	0	21
	English Language Learners	50	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21	15	25
	Economically Disadvantaged	9	6	1
	Students With Disabilities	0	0	29
	English Language Learners	50	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	41	NA
	Economically Disadvantaged	26	13	NA
	Students With Disabilities	0	0	NA
	English Language Learners	0	0	NA

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	13	29	29	14	30	27	13	13			
ELL	52	52		38	48						
ASN	100	71		95	75		100		100		
BLK	25	33	27	22	33	27	10	26	57		
HSP	59	59	52	58	56	59	49	63	85		
MUL	50	48	29	54	53	43	44	73	82		
WHT	71	66	46	71	59	36	59	84	85		
FRL	34	40	36	32	37	38	29	37	74		
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	22	44	40	20	35	29	23	24			
ELL	30			20							

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	100	54		100	85				100		
BLK	26	39	34	26	39	32	25	55	82		
HSP	58	59	68	56	55	40	54	75	87		
MUL	56	52	29	60	55	19	55	74	85		
WHT	74	65	46	73	65	51	70	84	89		
FRL	42	47	39	39	44	36	40	62	78		
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	24	33	24	19	33	29	19	32			
ASN	100	93		100	93				90		
BLK	34	52	53	28	41	35	36	44			
HSP	67	62	37	61	59	53	54	79	75		
MUL	68	57	40	66	52	21	52	72	92		
WHT	71	66	48	69	62	44	62	91	85		
FRL	45	54	48	43	46	37	40	65	71		

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	513
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	48

English Language Learners	
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	90
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	29
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	60
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	53
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	64
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	40
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?

A trend that emerged when analyzing the school's data was the high level of achievement in Social Studies.The Social Studies achievement of 7th graders was 68%, which was higher than the state and district average. The ELA achievement as a school was 60%, with 8th graders showing the highest level of proficiency at 70% and the lowest proficiency group being the 5th grade at 39%. In Math, the schoolwide achievement was 60%, with 7th graders scoring at 60% and the school's Algebra and Geometry students showing achievement levels of 89% and 100%, respectively. The grade level with the lowest math achievement was 8th grade at 33%. A trend is also discovered of students in ESSA subgroups SWD, ELL, and BLK, not meeting minimum requirements.

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

The areas with the greatest need for improvement are ELA Learning Gains of the Lowest Quartile and Math Learning Gains of the Lowest Quartile.

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

The factors deemed to contribute to this need for improvement include: need for improvement in consistent, aligned, standards-based instruction; need for improvement in data-driven instruction; need for improved use of effective strategies that target growth for all students. New actions include professional development and improved feedback in the area of consistent, aligned, standards-based instruction and data-driven instruction. Also increased use of effective, researched-based strategies.

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

The 8th grade ELA Achievement Level improved by 6 percentage points for that cohort of students. On progress monitoring assessments (AIMS) 5th grade ELA students showed an improvement of 21 percentage points from the Fall to the Spring. The 7th grade students showed an increase of 22 percentage points from the Fall to the Spring.

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

A contributing factor to the improvement in 8th grade ELA Achievement Levels was the collaborative planning that occurred amongst the 8th grade ELA teachers throughout the school year. This group of teachers used data from progress monitoring to guide their planning and instruction throughout the school year. Another contributing factor in the improvement on AIMS progress monitoring

assessment was the large amount of students who returned to in-person learning throughout the school year.

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

Aligned progress-monitoring, followed by data-driven instruction will be a key strategy to help accelerate learning. Due to the pandemic and the negative impact it had on in-person student learning, the use of data-driven instruction is needed to fill gaps. Effective, researched-based interventions and programs will also need to be used. Another strategy is that students scoring at a level 1 or 2 will be placed in intensive reading courses designed to provide interventions. Before school tutoring is also provided twice a week as a support for students.

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 administrators will participate in district and school-level trainings designed to guide understanding and the implementation of the Illuminate progress-monitoring system. Professional development will continue throughout the year, providing support on the use of the data provided to drive instruction. Reading teachers and administrators will participate in district and school-level trainings designed to guide understanding and the implementation of the IReady program. Administrators will participate in professional development on Inclusive Leadership throughout the school year. The Social Studies Department will participate in Culturally Relevant and Responsive professional development opportunities led by district staff. Language Arts teachers will participate in professional development that is designed to assist them in the use of their newly adopted textbooks and resources.

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

An additional service that will ensure sustainability is a renewed partnership with the school district's curriculum department that will provide consistent support for teachers and administrators in the area of progress-monitoring and data driven instruction. The school district is also partnering with our teachers in the area of IReady support and providing monthly cohort meetings designed to answer questions and allow for cross-school planning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students in our bottom quartile represent the students who are currently the farthest away from being successful on the ELA FSA. In order for these students to reach expectations, more than one year's growth must be made on an annual basis. We will monitor and seek to improve in this area in order to have a school where all students are successful.
Measurable Outcome:	Increase Learning Gains for the bottom quartile in ELA to 49%. This represents an 11% increase from the most recent test scores available, and a 1% increase from our 3 year high of 48% in 2017.
Monitoring:	This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on district progress monitoring assessments, teacher made tests, and data chats that will be held with intensive reading teachers on a monthly basis.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Reteaching and remediation informed by standards-based formative assessment data: Areas of deficiency will be identified using ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.
Rationale for Evidence-based Strategy:	Due to the instructional time lost at the end of the 19-20 school year, combined with the high variability in instruction during the 20-21 school year, using formative assessment data to inform instruction will be more important than ever. Oak View will utilize district provided assessments, in order to identify areas of gaps in knowledge. Additionally, teachers will use iReady diagnostic data and instruction modules to provide targeted instruction to students.

Action Steps to Implement

1. Assess students using district formative assessments.
2. Support/Train teachers in accessing relevant data
3. Support/Train teachers in creating lessons that directly impact areas of greatest concern.

Person Responsible	Kelly Armstrong (armstrongkb@gm.sbac.edu)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Students in our bottom quartile represent the students who are currently the furthest away from being successful on the MATH FSA. In order for these students to reach expectations, growth must be made on an annual basis. We will monitor and seek to improve in this area in order to have a school where all students are successful.
Measurable Outcome:	Increase Learning Gains for the bottom quartile in MATH to 46%. This represents a 8% increase from the most recent test scores available, and a 1% increase from our 3 year high of 45% in 2017.
Monitoring:	This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on district progress monitoring assessments, teacher made tests, and data chats that will be held with math teachers on a monthly basis.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Reteaching and remediation informed by standards-based formative assessment data: Areas of deficiency will be identified using ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need. AIMS data will provide feedback 3 times per year, while IXL will provide ongoing feedback about student growth. Because IXL is based on student performance on the diagnostic assessment, all instruction within this program is targeted to be specifically at the student's level. This can support teachers in providing targeted remediation to these students.
Rationale for Evidence-based Strategy:	Due to the instructional time lost at the end of the 19-20 school year, combined with the high variability in instruction during the 20-21 school year, using formative assessment data to inform instruction will be more important than ever. Oak View will utilize district provided assessments, in order to identify areas of gaps in knowledge.

Action Steps to Implement

1. Assess students using district formative assessments.
2. Support/Train teachers in accessing relevant data
3. Support/Train teachers in creating lessons that directly impact areas of greatest concern.

Person Responsible Kelly Armstrong (armstrongkb@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	African American students at Oak View have consistently under-performed on the FSA, compared to their peers. Specifically, the achievement gap between African American students and their White peers is on the ELA FSA is 47%. For the Math FSA, that gap is 49%.
Measurable Outcome:	The percentage of African American Students at Oak View Middle School who pass the ELA and Math FSA will increase by 3%.
Monitoring:	This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on district progress monitoring assessments, teacher made tests, and data chats that will be held with intensive reading teachers and math teachers on a monthly basis.
Person responsible for monitoring outcome:	Kelly Armstrong (armstrongkb@gm.sbac.edu)
Evidence-based Strategy:	Reteaching and remediation informed by standards-based formative assessment data: Areas of deficiency will be identified using ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.
Rationale for Evidence-based Strategy:	Due to the instructional time lost at the end of the 19-20 school year, combined with the high variability in instruction during the 21-22 school year, using formative assessment data to inform instruction will be more important than ever. Oak View will utilize district provided assessments, in order to identify areas of gaps in knowledge.

Action Steps to Implement

1. Assess students using district formative assessments.
2. Support/Train teachers in accessing relevant data
3. Support/Train teachers in creating lessons that directly impact areas of greatest concern.

Person Responsible Kelly Armstrong (armstrongkb@gm.sbac.edu)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with disabilities are currently under performing as compared to their non-ESE peers. Oak View must use all tools necessary to reach these students, who represent the lowest performing group on campus.
Measurable Outcome:	Increase the academic performance of students with disabilities to meet or exceed the ESSA subgroup target federal index rating of 41%
Monitoring:	This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on district progress monitoring assessments, teacher made tests, and data chats that will be held with intensive reading teachers, math teachers, and ESE teachers on a monthly basis.
Person responsible for monitoring outcome:	Kelly Armstrong (armstrongkb@gm.sbac.edu)
Evidence-based Strategy:	Reteaching and remediation informed by standards-based formative assessment data: Areas of deficiency will be identified using ongoing, formative assessments. Data from these assessments will be used to drive instruction in the areas of greatest need.
Rationale for Evidence-based Strategy:	Each summer. we work with ESE specialists to determine the best placement for students using the flexible scheduling method. The goal of these sessions has been to get students into the LRE where they will have the best opportunity to be successful. Now that these students are in the LRE, training will be offered to support teacher in offering learning experiences that are accessible to all learners via the UDL training.

Action Steps to Implement

1. Flexible Scheduling
2. Assess students using district formative assessments.
3. Support/Train teachers in accessing relevant data
4. Support/Train teachers in creating lessons that directly impact areas of greatest concern.

Person Responsible	Kelly Armstrong (armstrongkb@gm.sbac.edu)

#5. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Historically, African American students have participated in advanced and accelerated coursework at a lower rate than their peers. Opportunities must exist for all students to access that will prepare them for advanced coursework, and ultimately college and career.
Measurable Outcome:	Oak View will increase the percentage of African American students participating in accelerated coursework by 2%.
Monitoring:	Prior to the start of the school year, Oak View's administrative team strategically reviewed the master schedule and student placements.
Person responsible for monitoring outcome:	Matt Lynch (lynchmc@gm.sbac.edu)
Evidence-based Strategy:	At the end of each year, students are identified for potential placement in advanced coursework based on FSA scores, as well as teacher recommendations. In addition, African American students are also targeted during the magnet selection process, with the goal of having magnet program demographics that mirror the school as a whole.
Rationale for Evidence-based Strategy:	Enrollment in advanced coursework is primarily at the discretion of the school/teachers at the school, who recommend students for advanced coursework. To eliminate potential bias, student data is used as the primary identifier for who will be registered for advanced coursework. Once students are placed in these classes, supports are available to ensure success.

Action Steps to Implement

1. Review data to identify candidates for advanced coursework
2. Explicit communication of high expectations for all students
3. Use varied, effective strategies to instruct diverse learners

Person Responsible Kelly Armstrong (armstrongkb@gm.sbac.edu)

#6. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Beginning with the 17-18 school year, Oak View began the process of formally looking at our disproportionate discipline data. At that time, the focus of our work was centered around disproportionate suspensions. Over the last several school years, we have worked hard to reduce the suspension risk ratio for African American students. This year, we want to turn our focus to our referral data. While we continue to strive to reduce suspensions, we want to increase our focus this year on reducing referrals for African American students, by reducing the number of problematic behaviors that occur.
Measurable Outcome:	For the 21-22 school year, our goal is to reduce the risk ratio for African-American students down to 1.0. This means that African American students on campus are no more likely than any other subcategory to receive a referral.
Monitoring:	Data will be reviewed bi-weekly in meetings with student services.
Person responsible for monitoring outcome:	Kelly Armstrong (armstrongkb@gm.sbac.edu)
Evidence-based Strategy:	During the 21-22 school year, Oak View will have a renewed focus on PBIS. For various reasons, the PBIS program was not implemented with as much fidelity as it should have been last year. This year, Oak View is back to being all-in with PBIS. This includes the renewal of a software license that allows administration to track the behaviors occurring on campus, and provide targeted resources to promote positive behaviors on campus.
Rationale for Evidence-based Strategy:	PBIS is a nationally recognized, independently researched program that has been shown to be effective and teaching and promoting positive behaviors, and reducing negative ones.

Action Steps to Implement

1. Train new staff, and re-train existing staff on PBIS and the relevant software.
2. Review and analyze data bi-weekly to spot trends and areas of need.
3. Provide ongoing, targeted support, at the school, grade, class, and student level.

Person Responsible   Kelly Armstrong (armstrongkb@gm.sbac.edu)

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.

Oak View Middle School reanks #372 out of 553 middle schools in the category of violent incidents. The school ranks #215 in the category of Drug/Public Order Incidents. Oak View's total suspensions ranked #123 in the state. The overall ranking, compared to middle schools state wide is #324, with 3.763 incidents per 100 students. Oak View falls in the "moderate" category when compared to other schools statewide.

Oak View is a PBiS designated school and the PBIS program lies at the center of our thinking and decision making regarding school culture/ discipline. During the summer, the PBIS committee met to discuss the needs of the school as they relate to behavior. The committee is made up of teachers, deans, and administrators, and will continue to meet throughout the year to determine what measures need to be in place to improve the overall school environment.

During pre-planning faculty and staff were given a Discipline Matrix that outlines a series of interventions that teachers are able to attempt, prior to an office referral. This matrix of steps is housed within a behavior tracking platform, where both positive and negative behaviors are tracked. This digital system allows all staff to quickly review student behavior history, allowing decisions to be made on the most information available.

As needed, Behavior Contracts are implemented to allow students to manage their own behavior. Newstracks (the school's morning news program) also does commercials about Code of Conduct behaviors. The Deans create a daily lunch Powerpoint that emphasizes the Code of Conduct behaviors.

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.

To promote a positive school wide culture, and to promote positive relationships between teachers and students, Oak View implemented a school wide PBIS program beginning with the 2018-2019 school year.

Oak View has also started a mentoring support program that meets weekly with students. Data collected from the Mentoring Program showed a decrease in referrals with the participants.

In addition to the PBIS program, many teachers sponsor school clubs and coach athletic activities, as well as offer tutoring before and after school.

Our school counselors have also led initiatives that support anti-bullying, positive interactions amongst peers, and youth mental health.

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

Principal, Assistant Principals: Adoption of program; communication of goals and strategies with students, faculty, and staff; set up collaborative opportunities with stakeholders to gather input and feedback; monitoring of data; data-driven decision making; modeling of a positive school environment.

SAC Committee: to discuss and make school goals; to provide input and feedback on the school's goals for a positive environment

Teachers: Daily implementation of positive school environmental goals with their daily student interactions

Deans and Counselors: Identifying mentor groups and students in need of support; collaborating with mentors, teachers, and students in mentor group settings.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$550.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0591 - Oak View Middle School	School Improvement Funds		$550.00
			Notes: Classroom novel sets for Reading and ELA courses.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0591 - Oak View Middle School	Other		$3,000.00
			Notes: IXL Assessment and Instruction software.			
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				$3,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0591 - Oak View Middle School	Other		$3,200.00
			Notes: Accelerated Reader License: 5th & 6th grades			
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Discipline				$4,410.00

Function	Object	Budget Focus	Funding Source	FTE	2021-22
		0591 - Oak View Middle School			$4,410.00
		Notes: HERO software			
				Total:	**$11,160.00**