

Duval County Public Schools

# Oceanway School



2021-22 Schoolwide Improvement Plan

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# Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

<http://www.duvalschools.org/oceanwayschool>

## Demographics

**Principal: Elizabeth Stansel**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (53%) 2016-17: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Duval 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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# Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

<http://www.duvalschools.org/oceanwayschool>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>79%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>54%</p>

## School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Oceanway Middle School’s mission is to prepare all students for success in rigorous high school courses – and, ultimately, for all students to graduate and proceed to college or technical training.

**Provide the school's vision statement.**

Our vision is to put into action through social-emotional programs and a focus on continuous instructional improvement, experiences to elevate our students' literacy, numeracy, and social competencies, and a commitment to build stakeholder value by making Oceanway an A-rated, comprehensive middle school.

### 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
Bergeron, Nicole	Assistant Principal	AP of Organizational Affairs.
Bledsoe, Robert	Dean	Dean of Students.
Butler, Rhodeshia	Assistant Principal	Assistant Principal of Curriculum. Master Schedule.
Mcwilliams, Aaron	Principal	Instructional Leader and final decision maker for the best interest of student learning and success.

### Demographic Information

**Principal start date**

Wednesday 7/1/2020, Elizabeth Stansel

**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.*

0

**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.*

0

**Total number of teacher positions allocated to the school**

0

**Total number of students enrolled at the school**

1,121

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

22

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

17

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	362	359	334	0	0	0	0	1055
Attendance below 90 percent	0	0	0	0	0	0	49	48	45	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	28	43	42	0	0	0	0	113
Course failure in ELA	0	0	0	0	0	0	2	91	98	0	0	0	0	191
Course failure in Math	0	0	0	0	0	0	1	55	23	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	123	162	130	0	0	0	0	415

**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	8	2	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/27/2021

**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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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				41%	43%	54%	43%	42%	53%
ELA Learning Gains				46%	49%	54%	51%	47%	54%
ELA Lowest 25th Percentile				41%	45%	47%	44%	44%	47%
Math Achievement				52%	49%	58%	45%	46%	58%
Math Learning Gains				53%	50%	57%	46%	50%	57%
Math Lowest 25th Percentile				51%	47%	51%	41%	47%	51%
Science Achievement				42%	44%	51%	42%	45%	52%
Social Studies Achievement				67%	68%	72%	88%	82%	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	42%	47%	-5%	54%	-12%
Cohort Comparison						
07	2021					
	2019	38%	44%	-6%	52%	-14%
Cohort Comparison		-42%				
08	2021					
	2019	44%	49%	-5%	56%	-12%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	51%	-4%	55%	-8%
Cohort Comparison						
07	2021					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	43%	47%	-4%	54%	-11%
Cohort Comparison		-47%				
08	2021					
	2019	40%	32%	8%	46%	-6%
Cohort Comparison		-43%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	31%	40%	-9%	48%	-17%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	98%	67%	31%	67%	31%

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	67%	69%	-2%	71%	-4%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	88%	57%	31%	61%	27%

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	0%	61%	-61%	57%	-57%

**Grade Level Data Review - Progress Monitoring Assessments**

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

The Progress Monitoring Assessments used to fill in the charts below consist of district PMAs: PMA 1 (Fall), PMA 2 (Winter), and PMA 3 (Spring).

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32/10.9%	44/13.5%	110/29.9%
	Economically Disadvantaged	10/6.9%	14/8.7%	48/25.9%
	Students With Disabilities	4/5.1%	6/7.1%	17/17.3%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/15%	12/4%	96/26.1%
	Economically Disadvantaged	11/8.6%	7/4.6%	36/19.5%
	Students With Disabilities	5/7.3%	4/5%	14/14.3%
	English Language Learners	0/0%	0/0%	0.0%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			85/23.4%
	Economically Disadvantaged			32/18.1%
	Students With Disabilities			14/17.5%
	English Language Learners			0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	Math 32/11.9 Alg (0/0%)%	Math 19/6.3% Alg (0/0%)%	Math 106/29.1%
	Economically Disadvantaged	Math 9/7% Alg (0/0%)%	Math 4/2.9% Alg (0/0%)%	32/18.1%
	Students With Disabilities	Math 13/19.7% Alg (0/0%)%	Math 3/4.4% Alg (0/0%)%	15/18.75%
	English Language Learners	Math 0/0% Alg (0/0%)%	Math 1/25%Alg (0/0%)%	1/14.3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			38/84.4%
	Economically Disadvantaged			10/71.4%
	Students With Disabilities			11/73.3%
	English Language Learners			0/0%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			92/27.6%
	Economically Disadvantaged			28/18.8%
	Students With Disabilities			10/16.4%
	English Language Learners			3/42.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	Math 3/2.8% Alg(1.9%) Geo (4/40%)	Math 2/1.2% Alg(1.8%) Geo(0.0%)	Math 27/8.1% Alg(80/60.6%) Geo(18/81.8%)
	Economically Disadvantaged	Math 2/3.5% Alg(1/2%) Geo(0/0%)	Math 1/1.2% Alg(1/2%) Geo(0.0%)	Math 22/14.8% Alg(22/50%) Geo(1/50.0%)
	Students With Disabilities	Math 1/2.9% Alg(0/0%) Geo(1/50%)	Math 0/0% Alg(0/0%) Geo(0.0%)	Math 4/6.6% Alg(5/45.5%) Geo(1/33.3%)
	English Language Learners	Math 0/0% Alg(0/0%) Geo(1/100%)	Math 0/0% Alg(0/0%) Geo(0.0%)	Math 1/14.3% Alg(1/50%) Geo(1/100.0%)
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			Comp Sci 3 67/20.1% Bio 26/83.9%
	Economically Disadvantaged			Comp Sci 3 27/18.1% Bio 7/87.5%
	Students With Disabilities			Comp Sci 3 8/13.1% Bio 3/60%
	English Language Learners			Comp Sci 3 2/28.6% Bio 1/100%

**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	14	22	18	16	23	25	11	29			
ELL	32	58		43	43						
ASN	69	53		81	53						
BLK	25	24	15	25	20	20	22	50	46		
HSP	41	37	33	32	20	30	45	58	53		
MUL	33	31		37	37	36	33	79			
WHT	36	34	24	43	32	26	40	61	63		
FRL	27	28	18	25	22	24	33	51	44		

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	32	29	23	40	43	18	45	50		
ELL	24	39	36	57	63						
ASN	53	67		94	73						
BLK	35	44	42	40	46	45	31	62	85		
HSP	54	51	42	60	65	75	46	82	89		
MUL	38	44		58	57	55	25	56			
WHT	43	46	38	55	54	53	48	69	84		
FRL	39	44	37	46	51	49	41	66	87		
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	13	36	30	22	40	30	10				
ELL	24	59	55	43	68						
ASN	50	65		75	58						
BLK	36	47	47	36	44	48	29	89	77		
HSP	52	61	52	56	51	50	52		75		
MUL	55	60		53	48		60				
WHT	44	50	40	46	46	35	46	88	79		
FRL	39	48	41	40	44	41	35	90	78		

**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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	318
Total Components for the Federal Index	9
Percent Tested	91%
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	44
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	64
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	27
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	39
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	41
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
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?**

Awaiting FSA results 2021

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

FSA Pending

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

FSA Pending

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

FSA Pending

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

FSA Pending

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

FSA Pending

**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.**

FSA Pending

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

FSA Pending

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** For the 2021-2022 school year, Oceanway will continue the Positive Behavior Intervention and Support System put in place last school year with a switch to points being awarded on FOCUS versus points awarded through the use of paper hands. This system helps to increase positive behaviors while decreasing the number of referrals throughout all grade levels. By continuing this PBIS program with a heavy focus on positive classroom and school environments, we will improve not only the social-emotional needs of all students, but also the academic achievement of all students. When looking at the previous school year's data, there were a large number of referrals in two areas: unauthorized absences (131) and disruption in class (138). This shows that there is a need for strong PBIS systems to improve the classroom and school-wide social and behavioral culture, which will in turn, improve academics throughout the school.

**Measurable Outcome:** Based on the data above, Oceanway will decrease the unauthorized absence and disruption in class referrals by 50% for the 2021-2022 school year.

**Monitoring:** Mr. Bledsoe and Mr. Davis will meet to track referrals. Deans will use bulletin boards to track number of referrals and display the information for the students to hold themselves accountable. Deans will be in charge of PBIS coffee shop as well as PBIS store. Students will use points to cash in for items within PBIS store.

**Person responsible for monitoring outcome:** Robert Bledsoe (bledsoer@duvalschools.org)

**Evidence-based Strategy:** Oceanway will continue to implement a model PBIS program focused on building student accountability while decreasing unauthorized absences and classroom disruptions. The data bulletin boards are displayed in prominent area in the hallway between the gym and the office to focus on classroom competitions including best and most improved attendance for the month. FOCUS points will be used to cash in for incentives at the school store. Points will be awarded for students arriving to class on time and not creating a classroom disruption.

**Rationale for Evidence-based Strategy:** Classroom disruptions effect the learning of not only the student(s) involved in the disruption, but also the whole classroom. When the teacher has to take time to tend to the classroom disruption, students are missing out on valuable instruction. The American School Counselor Association, research shows that missing 10% of school negatively affects a student's academic performance. Lack of attendance and large number of referrals are warning signs of student drop out. Our PBIS plan will help to focus on creating a positive school environment, with an emphasis on student behavior in the classroom. This plan will help us to build a positive school climate and increase our academic progress.

**Action Steps to Implement**

Review and update the PBIS team and plan.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

Identify students with early warning signs.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

Provide explicit instruction of expected and appropriate behaviors as well as consequences.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

Conduct monthly PBIS team meetings to review data and provide student interventions.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

Update PBIS store and data wall monthly.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

Review discipline data quarterly with faculty and staff.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

With Title One funds, we purchased an additional dean position to support our PBIS needs and to support our students emotionally, behaviorally, and academically.

**Person Responsible** Robert Bledsoe (bledsoer@duvalschools.org)

**#2. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale:** Improve perceptions and practices of the effectiveness of the Instructional Leadership Team as measured by the Five Essentials survey results of teachers and qualitative data sources related to the function of the team itself. Oceanway's Five Essential Survey data has revealed that Instructional Leadership is rated less than desirable (very weak). A rating of very weak shows the need for improved leadership practices that improve and support effective teacher practices. This area of focus is important as it supports our strong push for professional development by way of professional learning communities, standard based walkthroughs, and data analysis. These areas will increase teacher effectiveness and student learning school wide.

**Measurable Outcome:** The measure of instructional leadership under the Effective Leaders category will improve from very weak to at least neutral. This will require an increase in the amount of teachers who rate this category as very strong.

**Monitoring:** This area will be measured by way of professional developments such as PLCs, standard based walk throughs, common planning, and progress monitoring throughout the year.

**Person responsible for monitoring outcome:** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

**Evidence-based Strategy:** The administration will use a shared leadership approach by spending time in classrooms to ensure the standards are being taught with fidelity and that students are completing grade level appropriate activities. Administration will complete walkthroughs to calibrate and discuss ratings to ensure a united front in terms of expectations for teacher practices. Administration will provide feedback that is focused on improving teacher practices and student learning as a whole.

**Rationale for Evidence-based Strategy:** According to research including Tucker and Tschannen-Moran, "principals need to function as the chief instructional leader of their school while balancing multiple responsibilities, however, to effectively foster student learning requires the exercise of distributing leadership." In addition, school leaders need to "trust teachers to implement instruction effectively, but they also monitor instruction with frequent classroom visits to verify the results" (Portin et al., 2003). Both of these excerpts show the need for school leaders to support teachers and trust their process, however, it stresses the need to be in classrooms and to provide effective feedback to ensure the quality of instruction within the building.

**Action Steps to Implement**

Biweekly PLCs focusing on implementing quality instruction. Conduct leadership team meetings to discuss next steps for PLCs and individual teacher needs.

**Person Responsible** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

Conduct standards based walkthroughs with leadership team to calibrate and see instruction across the school.

**Person Responsible** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Improve standards-based planning process and execution of those plans in all core content areas. In gathering information through data digging and conversations with the staff, it is evident that there is a need for guidance in breaking down the standards, reviewing the pacing guide, vetting resources, and creating learning arcs. Throughout the year, administration will support teachers during PLCs in these specific areas to improve teaching and learning across all content areas.

**Measurable Outcome:** 90% of our core content teachers will engage in successful standards-based instruction planning processes including creating equivalent experiences, grade level appropriate activities, learning arcs, etc. for each standard.

**Monitoring:** Administration will lead biweekly PLCs to conduct PD on aligning instruction to the standards and effective teaching practices.

**Person responsible for monitoring outcome:** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

**Evidence-based Strategy:** Utilize professional learning communities and common planning processes to improve teachers' abilities to use data to drive instruction, ensure that instructional material aligns to standards, and create activities and assessments that are grade level appropriate.

**Rationale for Evidence-based Strategy:** To support student achievement, students must be given access to standards based material that matches the level of difficulty expected of them to pass the Florida State Assessments. TNTP's "The Opportunity Myth" states that students must get multiple opportunities to "work on grade level appropriate assignments." Time spent collaborating in PLCs will be dedicated to creating standards-based tasks and assessments that give the students the opportunity to measure their understanding by way of grade level appropriate tasks.

**Action Steps to Implement**

Provide teachers with same planning period across content area to allow for PLC and common planning.

**Person Responsible** Rhodeshia Butler (butlerr1@duvalschools.org)

Utilize budget to provide reading coach and math coach to support in standards-based alignment.

**Person Responsible** Nicole Bergeron (williamsn@duvalschools.org)

Conduct biweekly PLCs in core content areas with fidelity.

**Person Responsible** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

Conduct standards-based walkthroughs to measure effectiveness of PLCs as well as next steps.

**Person Responsible** Aaron Mcwillams (mcwilliamsa@duvalschools.org)

With Title One funds, we were able to obtain three additional math positions as well as a reading coach position. The math teachers will help to support our students by reducing class sizes and allowing for more sections of intensive math. The intensive math classes will be specifically used to support our level one and two students to fill in gaps in their understanding. The reading coach position will be used to help support our language arts teachers in their standards based instructional planning and lesson implementation.

**Person Responsible** Aaron McWilliams (mcwilliamsa@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**With our additional Title One funds, we purchased calculators, headphones, and professional development supplies to assist in our academic needs.**

### 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.

PBIS- Oceanway has an excellent system to create a climate and culture for the students that is elite. By use of the components and participation in PBIS, including the use of a school store to reward components of fine behavior, referral rates fell by 1/2 last year.

That goal has been refined as a further goal for the 2021-22 school year of yet another 50% reduction in the referral rate by tightening procedures and strengthening the use of PBIS.

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

Robbie Bledsoe, Dean of Students- Chair, PBIS  
 Flo Davis, Dean of Students, Member  
 Aaron McWilliams, Principal- PBIS Leader, School Instructional Leader  
 Nicole Bergeron, Assistant Principal, Member  
 Rhodesia Butler, APC, Member

### Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$78,795.47</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6100	130-Other Certified Instructional Personnel	0621 - Oceanway School	Title, I Part A	1.0	\$78,795.47
			<i>Notes: Title I funds will be utilized to fund an additional Dean of Students position to help support the schoolwide mission and vision. The additional dean will assist to ensure the school environment reflects a supportive and fulfilling environment with conditions which meet the needs of all students and members of the school community. Dean will directly support the primary area of concern of reducing the number of reported discipline incidents in the 21-22 school year.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Instructional Leadership Team</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$273,693.60</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0621 - Oceanway School	Title, I Part A	1.0	\$207,220.20
			<i>Notes: Supplemental Mathematics Teachers - This line item is for three standard middle school classroom teaching positions that are being requested to supplement the districts standard allocation allotted to the school. The qualifications for the position, as with all teachers requires a bachelor's degree from an accredited college or university. Experience: None required. Salary is based on verified years of teaching experience. Certifications &amp; Licenses</i>			
	6400	130-Other Certified Instructional Personnel	0621 - Oceanway School	Title, I Part A	1.0	\$66,473.40
			<i>Notes: Title I funds will be utilized to fund the Reading Interventionist position as a layer of additional support to the Reading Coach, teachers, and students to ensure student achievement increase.</i>			
					<b>Total:</b>	<b>\$352,489.07</b>