Oak View Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
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: B (57%) 2018-19: A (62%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 5-8	No	50%

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	B		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Oak View Middle School is to provide students with 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
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
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 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.*
3

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.*
21

Total number of teacher positions allocated to the school
48

Total number of students enrolled at the school
972

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	130	302	277	261	0	0	0	0	970
Attendance below 90 percent	0	0	0	0	0	16	44	58	48	0	0	0	0	166
One or more suspensions	0	0	0	0	0	5	22	24	32	0	0	0	0	83
Course failure in ELA	0	0	0	0	0	8	17	35	29	0	0	0	0	89
Course failure in Math	0	0	0	0	0	6	32	35	54	0	0	0	0	127
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	29	71	55	63	0	0	0	0	218
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	32	93	62	67	0	0	0	0	254
Number of students with a substantial reading deficiency	0	0	0	0	0	29	71	55	63	0	0	0	0	218

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	36	91	82	88	0	0	0	0	297

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	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	2	3	4	0	0	0	0	10

Date this data was collected or last updated

Wednesday 9/28/2022

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	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

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	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

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	58%	51%	50%				64%	59%	54%
ELA Learning Gains	55%	50%	48%				59%	56%	54%
ELA Lowest 25th Percentile	37%	34%	38%				44%	41%	47%
Math Achievement	57%	51%	54%				63%	60%	58%
Math Learning Gains	58%	55%	58%				60%	56%	57%
Math Lowest 25th Percentile	44%	42%	55%				41%	46%	51%
Science Achievement	49%	45%	49%				60%	53%	51%
Social Studies Achievement	71%	62%	71%				77%	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	2022					
	2019	56%	55%	1%	56%	0%
Cohort Comparison						
06	2022					
	2019	67%	53%	14%	54%	13%
Cohort Comparison		-56%				
07	2022					
	2019	64%	54%	10%	52%	12%
Cohort Comparison		-67%				
08	2022					
	2019	64%	61%	3%	56%	8%
Cohort Comparison		-64%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	56%	57%	-1%	60%	-4%
Cohort Comparison						
06	2022					
	2019	61%	52%	9%	55%	6%
Cohort Comparison		-56%				
07	2022					
	2019	63%	59%	4%	54%	9%
Cohort Comparison		-61%				
08	2022					
	2019	24%	27%	-3%	46%	-22%
Cohort Comparison		-63%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	54%	55%	-1%	53%	1%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-54%				
07	2022					
	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2022					
	2019	62%	54%	8%	48%	14%
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	76%	69%	7%	71%	5%
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	92%	56%	36%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	48%	52%	57%	43%

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	13	27	26	10	31	30	7	29			
ELL	36	46	38	33	42	27	9	38			
ASN	85	90		85	85				93		
BLK	29	42	38	23	42	42	19	52	50		

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
HSP	52	50	29	52	58	35	38	75	83		
MUL	51	42	20	61	59	57	54	68	69		
WHT	72	62	45	69	63	48	64	79	88		
FRL	36	44	36	35	47	41	27	51	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
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							
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		

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)	TSI
OVERALL Federal Index – All Students	55
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	40
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	88
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	53
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	
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	66
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	42
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?

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 71%, which was higher than the state and district average. The ELA achievement as a school was 58%, with 8th graders showing the highest level of proficiency at 60% and the lowest proficiency group being the 5th grade at 45%.

In Math, the school wide achievement was 57%, with 7th graders showing the highest level of proficiency at at 58% and the school's Algebra and Geometry students showing achievement levels of 94% and 100%, respectively. The grade level with the lowest math achievement was 8th grade at 26%.

In Science, 43% of our 5th grade students showed a level of proficiency, while 51% of our 8th graders did so.

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 2022 state assessments, demonstrate the greatest need for improvement?

An area in need of improvement is in 5th and 8th grade Math achievement. Both groups scored below the district and state averages. Another area in need of improvement is in ELA achievement, in which the school has experienced a decline over the past three years.

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. With the implementation of new statewide standards, the following actions will be made a priority.

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 2022 state assessments, showed the most improvement?

Math learning gains improved by 4%, rising from 54% to 58%. Math students in the lowest 25% showed a 6% improvement, raising their achievement from 38% to 44%. Oak View's Social Studies achievement also improved from 68% to 71% from the previous year's assessment.

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

One of the contributing factors for the improvement in Math achievement resulted from cooperation among the school's Math department of teachers with the district's Math department on the alignment of instruction, the understanding of available resources for students, and the improved in-person learning experiences that students had in their Math classrooms.

The improvement of achievement in Social Studies can also be attributed to a cooperative effort between the district's Social Studies department and Oak View's teachers. The cohort of Oak View teachers met throughout the year, discussing best instructional practices.

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

Aligned progress-monitoring, that has been provided for our students through the new FAST progress monitoring assessments followed by data-driven instruction will be a key strategy to help accelerate learning. The use of data-driven instruction is needed to fill gaps.

Another strategy is that students scoring at a level 1 or 2 will be placed in intensive reading courses designed to provide interventions. Students in those classes will participate in IReady sessions each week. This research-based program is designed to help students make necessary gains that will allow them to show reading proficiency at or above their grade level.

Through Title I in 5th grade, after school tutoring is also provided twice a week as a support for students. Oak View will also provide peer tutoring sessions twice a week, throughout the school year. Through Title I, targeted support will also be provided each week for students who have not met grade level proficiency in Reading and Math.

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.

Administrators and teachers are participating in district and school-level professional development opportunities with a focus on implementing the new B.E.S.T. standards. Both groups will also continue to participate in trainings designed to guide understanding and the Illuminate progress-monitoring system. Professional
development will also focus on 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. Math 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.

Additional services designed to ensure sustainability is a continued 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, implementation of the B.E.S.t. standards, and providing monthly cohort meetings designed to answer questions and allow for planning with other schools' teachers across the district.

Oak View also provides targeted support and remediation through our high-dose tutoring program. The high-dose tutor meets with students who are not showing progress or scored below proficiency levels on progress monitoring assessments to work on skills for improvement.

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.	Students who scored at a Level 1 or 2 performed below grade level on the ELA FSA. In order for these students to reach expectations, the students' expected growth goals 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	85% of Oak View Middle School students who scored at a Level 1 or 2 on the previous school year's statewide ELA assessment will reach their expected Reading growth goal through progress monitoring assessments on iReady by the end of the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on state progress monitoring assessments, teacher made tests, iReady progress monitoring reports, and data chats that will be held with intensive reading teachers on a monthly basis.
Person responsible for monitoring outcome:	Kelly Armstrong (armstrongkb@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Also, High-Dose Tutoring sessions will be offered for students with the highest level of need. Students in grade 5 will also receive small-group, targeted instruction through their classroom teacher, Title I teacher, and UFLI program support. After school tutoring is also provided through the district's Beyond-the Bell online tutoring program, in which certified local teachers provide support to our students.
Rationale for Evidence-based Strategy: Explain the rationale for	Using formative assessment data to inform instruction is important to student success. With the implementation of new standards this school year, instruction that is aligned to those standards must be implemented. 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.

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

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. Assess students using state level progress monitoring formative assessments.
2. Provide professional development on accessing relevant data that will be used to drive instruction.
3. Support and train teachers in creating lessons and the use of strategies that positively impact student growth.
4. Support and train the school's high-dose tutor on the use of strategies that positively impact student growth.
5. Support and train the school's Title I teacher on the use of strategies that positively impact student growth.

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

#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.	Students who scored at a Level 1 or 2 performed below grade level on the Math FSA in 2021-2022. In order for these students to reach expectations, the students' expected growth goals 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	66% of Oak View Middle School students in grades 5-8 will show proficiency of standards by scoring a 3 or above on the third Math FAST progress monitoring assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Kelly Armstrong (armstrongkb@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Reteaching and remediation informed by standards-based assessment data: Areas of deficiency will be identified using ongoing, formative progress monitoring state assessments. Data from these assessments will be used to drive instruction in the areas of greatest need. FAST data will provide will provide ongoing feedback about student needs and student growth. This data can support teachers in providing targeted remediation to these students. The 5th grade Math teachers are participating in a year long Data-Driven Math Instruction PLC designed to improve student performance in Math. Math teachers will participate in school and district level professional development on the implementation of the BEST standards. Math teachers will also participate in professional development on the resources available in the district's newly adopted Math textbook and supplemental materials. After school tutoring is also provided through the district's Beyond-the Bell online tutoring program, in which certified local teachers provide support to our students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The use of 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.

Describe the resources/criteria used for selecting this strategy.

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. 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 Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The ESSA subgroup of Students with Disabilities was the lowest performing subgroup, with 22% scoring at a Level 3 or above in ELA on the 2021-2022 FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	65% of students with disabilities will reach their expected Reading growth goal through progress monitoring assessments on iReady by the end of the 2022-2023 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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, which includes our students with disabilities. Oak View's students with disabilities who need more intensive support will receive targeted instruction in their Language Arts class. iReady sessions will provide targeted instruction in areas of student need. High-Dose Tutoring sessions will be offered for students with disabilities. Students with disabilities in grade 5 will also receive small-group, targeted instruction through their classroom teacher and Title I teacher. After school tutoring is also provided through the district's Beyond-the Bell online tutoring program, in which certified local teachers provide support to our students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Due to the implementation of the BEST standards, it is critical that teachers are able to use strategies informed by formative assessment data to help the students with disabilities meet proficiency levels and expected growth that is

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. Assess students using the state's three formative progress monitoring assessments
2. Students use of iReady weekly for targeted ELA instruction
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)

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.

To promote a positive school wide culture, and to promote positive relationships between teachers and students, Oak View has implemented a school wide PBIS program.

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 school culture and environment.

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.