

Alachua County Public Schools

Oak View Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Oak View Middle School

1203 SW 250TH ST, Newberry, FL 32669

<https://www.sbac.edu/oakview>

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Provide the school's vision statement.

Oak View Middle School will be a center of excellence where students can achieve their full potential in their academic, technological, creative, personal and social development in and outside the classroom.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
Campbell-Choice, Eugenia	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Oak View will hold monthly school improvement meetings, including pre-planning, with the leadership team. We will hold SAC meetings, which includes student representatives, to gather input for the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored during the monthly school improvement meetings. Classroom walk-through and observations will monitor for effective implementation and for impact of student achievement. Data chats will be held each nine weeks. Revisions will be made when necessary, after working with the SAC and leadership teams.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	25	55	66	40	186	
One or more suspensions	0	0	0	0	0	3	43	38	35	119	
Course failure in English Language Arts (ELA)	0	0	0	0	0	6	10	61	26	103	
Course failure in Math	0	0	0	0	0	14	21	68	13	116	
Level 1 on statewide ELA assessment	0	0	0	0	0	40	72	88	81	281	
Level 1 on statewide Math assessment	0	0	0	0	0	54	60	63	44	221	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	40	72	88	81	281	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	34	74	101	69	278	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	16	44	58	48	166	
One or more suspensions	0	0	0	0	0	5	22	24	32	83	
Course failure in ELA	0	0	0	0	0	8	17	35	29	89	
Course failure in Math	0	0	0	0	0	6	32	35	54	127	
Level 1 on statewide ELA assessment	0	0	0	0	0	29	71	55	63	218	
Level 1 on statewide Math assessment	0	0	0	0	0	32	93	62	67	254	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	29	71	55	63	218	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	36	91	82	88	297	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	1	2	3	4	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	16	44	58	48	166	
One or more suspensions	0	0	0	0	0	5	22	24	32	83	
Course failure in ELA	0	0	0	0	0	8	17	35	29	89	
Course failure in Math	0	0	0	0	0	6	32	35	54	127	
Level 1 on statewide ELA assessment	0	0	0	0	0	29	71	55	63	218	
Level 1 on statewide Math assessment	0	0	0	0	0	32	93	62	67	254	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	29	71	55	63	218	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	36	91	82	88	297	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	1	2	3	4	10

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52			58	51	50	60		
ELA Learning Gains				55	50	48	58		
ELA Lowest 25th Percentile				37	34	38	39		
Math Achievement*	56			57	51	54	60		
Math Learning Gains				58	55	58	54		
Math Lowest 25th Percentile				44	42	55	38		
Science Achievement*	50			49	45	49	52		
Social Studies Achievement*	70			71	62	71	68		
Middle School Acceleration	84			85			84		
Graduation Rate									
College and Career Acceleration									
ELP Progress				40					

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	44			
AMI				
ASN	85			
BLK	38	Yes	4	
HSP	57			
MUL	53			
PAC				
WHT	73			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	3
ELL	34	Yes	2	
AMI				
ASN	88			
BLK	37	Yes	3	
HSP	52			
MUL	53			
PAC				
WHT	66			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			56			50	70	84			
SWD	9			15			12	24			4	
ELL	36			47			31	62			4	
AMI												
ASN	84			84			80	90			4	
BLK	24			25			22	38	80		5	
HSP	44			54			51	68	70		5	
MUL	45			54			43	56	67		5	
PAC												
WHT	65			67			62	84	88		5	
FRL	33			37			29	57	67		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	58	55	37	57	58	44	49	71	85			40
SWD	13	27	26	10	31	30	7	29				
ELL	36	46	38	33	42	27	9	38				40
AMI												
ASN	85	90		85	85				93			
BLK	29	42	38	23	42	42	19	52	50			
HSP	52	50	29	52	58	35	38	75	83			
MUL	51	42	20	61	59	57	54	68	69			
PAC												
WHT	72	62	45	69	63	48	64	79	88			
FRL	36	44	36	35	47	41	27	51	64			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	58	39	60	54	38	52	68	84			
SWD	13	29	29	14	30	27	13	13				
ELL	52	52		38	48							
AMI												
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			
PAC												
WHT	71	66	46	71	59	36	59	84	85			
FRL	34	40	36	32	37	38	29	37	74			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	53%	-6%	54%	-7%
07	2023 - Spring	49%	46%	3%	47%	2%
08	2023 - Spring	53%	47%	6%	47%	6%
06	2023 - Spring	54%	47%	7%	47%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	54%	47%	7%	54%	0%
07	2023 - Spring	36%	24%	12%	48%	-12%
08	2023 - Spring	65%	57%	8%	55%	10%
05	2023 - Spring	39%	54%	-15%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	44%	6%	44%	6%
05	2023 - Spring	48%	51%	-3%	51%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	98%	52%	46%	50%	48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	57%	39%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	58%	11%	66%	3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with disabilities scored a federal percent of points index of 22% scoring a 3 or above. This is the third year in a row that students with disabilities have scored below the required 41% passing rate. One contributing factor was that two intensive reading teachers left their positions during the school year and were replaced by substitutes for a large amount of time during the school year. This had a direct impact on the SWD who were members of these classrooms. Another continuing factor is the results of lost instructional time over the course of the two previous years due to the COVID pandemic. A third contributing factor was an increase in classroom referrals for classroom disruption. This had a negative impact on the classroom environment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

A data component that showed the largest decline from the previous year was ELA achievement. Their was a decline of 7%, from 58% to 51%. One contributing factor was that two intensive reading teachers left their positions during the school year and were replaced by substitutes for a large amount of time during the school year. This had a direct impact on ELA achievement. Another continuing factor is the results of lost instructional time over the course of the two previous years due to the COVID pandemic. A third contributing factor was an increase in classroom referrals for classroom disruption. This had a negative impact on the classroom environment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was 5th grade ELA achievement. This cohort of students have on average scored below the state average for three consecutive years. They are a cohort that lost significant instructional time during their 3rd and 4th grade years due to the COVID pandemic.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was in the Algebra I EOC results, which saw a 4% increase from the previous school year (94% to 97%). The school's Algebra I teachers attended summer trainings prior to the school year that focused on understanding of the new state standards and newly adopted textbooks. The Algebra I teachers took part in trainings throughout the school year as part of a district-wide cohort focused on alignment to state standards and improvement of instructional practices.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern from the EWS data report: 281 students scored a level 1 on the ELA PM3 assessment. 186 students were absent 10 or more days.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

To increase the achievement levels of students with disabilities in ELA; to increase the achievement levels of all students in ELA; to decrease the number of referrals for defiance and classroom disruption;

to increase the achievement of black students in ELA and Math; to increase the level of achievement for all students in Math.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus is the alignment of instruction to grade level benchmark expectations for SWD in ELA. The rationale for this area of focus is that students with disabilities scored a federal percent of points index of 22%. This is the third consecutive year that SWD subgroup is below 32%.

Measurable Outcome:

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

50% of students with disabilities will score a 3 or above on the FAST ELA PM3 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 intensive reading teachers, language arts teachers, and ESE teachers on a monthly basis.

Person responsible for monitoring outcome:

Casey Karas (karascl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Support facilitation will be provided for targeted students in grades 5-8 in Math and Language Arts classrooms. 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. Students in intensive reading classes will participate in weekly i-Ready sessions. Students with disabilities in grade 5 will also receive small-group, targeted instruction through their classroom teacher and Title I paraprofessional and their ESE support teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is critical that teachers use strategies informed by formative assessment data to help the students with disabilities meet proficiency levels and expected growth. Clear academic goals for these students will benefit students and help them perform at or above grade level requirements.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Assess students using state and district level progress monitoring formative assessments.

Person Responsible: Casey Karas (karascl@gm.sbac.edu)

By When: During the three progress monitoring windows.

Students will participate in weekly i-Ready sessions.

Person Responsible: Casey Karas (karascl@gm.sbac.edu)

By When: Throughout the school year.

Support and train teachers in accessing relevant data.

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

By When: Throughout the school year.

ELA and ESE support teachers will provide small-group, direct instruction

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

By When: Throughout the school year.

Support and train teachers in the alignment of their instruction to the state standards.

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

By When: Throughout the school year.

Administrators will use a standards walk-through tool to document standards aligned instruction and to provide feedback.

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

By When: Throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To implement strategies that will reduce the number of incidents of defiance and classroom disruption that lead to classroom referrals. During the 2022-2023 school year there were 471 referrals for these two areas. 266 referrals were written for defiance and 205 referrals were written for classroom disruption.

Measurable Outcome:

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

The number of incidents that lead to a referral for defiance and classroom disruption will be reduced by 15% for the 2023-2024 school year.

Monitoring:

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

The school's leadership team, which includes administrators, deans, and school counselors, will meet monthly to review data and reflect on the effectiveness of implemented strategies. The implementation of schoolwide, Tier 1, Tier 2, and Tier 3 strategies will be monitored by the school's administrators and deans. School administrators will monitor the implementation of classroom management strategies during classroom walkthroughs and data chats.

Person responsible for monitoring outcome:

Eugenia Campbell-Choice (campbellel@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As part of the district's CORE focus on building caring relationships between teachers, staff, and students, Oak View will use PBIS strategies throughout the school year. The school will communicate clear expectations for behavior for all areas of campus. These expectations will be taught, modeled, reviewed, and posted. There will be an increase in rewards through a schoolwide economy (Panther Bucks) and a school store will be available for purchases using these rewards. Each nine weeks a reward event will be held.

Oak View's mentoring support program will meet weekly with students. Behavioral data will be tracked, monitored, and analyzed for members and they will participate in goal setting sessions and conferences each month.

Tier 1, 2, and 3 interventions will be used on a consistent basis for all four grade levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 behavioral incidents.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

To train new teachers and staff and re-teach existing teachers and staff on PBIS and relevant software (Live School).

Person Responsible: Eugenia Campbell-Choice (campbellel@gm.sbac.edu)

By When: This will occur during the pre-planning and the first three weeks of school.

To review and analyze data to find trends and areas of greatest need.

Person Responsible: Eugenia Campbell-Choice (campbellel@gm.sbac.edu)

By When: This will occur monthly, throughout the school year.

To provide targeted support the school, grade, class, and individual student levels.

Person Responsible: Eugenia Campbell-Choice (campbellel@gm.sbac.edu)

By When: This will occur throughout the school year.

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus for this school year will to increase in the number of students who score a level 3 or higher on ELA FAST PM3 in all four grade levels. On average, students in grade level 5 scored below state and district levels. Students in grades 6, 7, and 8 scored above district and state averages, but have not reached our achievement goals, so this is a needed area of focus.

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 ELA 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, ELA FAST progress monitoring assessments 1 and 2, weekly i-Ready sessions, and aligned teacher made tests. Data chats will be held with ELA teachers on a monthly basis.

Person responsible for monitoring outcome:

Casey Karas (karascl@gm.sbac.edu)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Areas of deficiency will be identified using formative progress assessments. As part of the district's CORE initiative, clear academic goals in ELA is a priority. Data will be used to drive targeted instruction. Standard-informed instruction will take place throughout the school year. Intensive reading classes will participate in i-Ready sessions weekly. Students in 5th grade will receive small-group instruction in after school groups. Students will participate in "Panther Writes" assessments twice a year. Teachers will then analyze the results, align scoring to state rubrics, and plan for instruction. Teachers will implement the use of focus boards that display the standard(s) being taught or assessed and the learning goal. They will review the standard(s) and learning goal(s) with the students. First and second year teachers will participate in a PLC led by veteran Oak View faculty members with a focus on clear goals, clear expectations, and use of effective teaching strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The use of formative assessment data will be used to inform instruction. Oak View will utilize district provided assessments, in order to identify areas of gaps in knowledge. Teachers will then use this knowledge to specifically target areas of need.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Assess students using state and district level progress monitoring formative assessments.

Person Responsible: Casey Karas (karascl@gm.sbac.edu)

By When: During the first, second, and third state and district progress monitoring windows.

Implementation of two "Panther Writes" district provided writing assessments.

Person Responsible: Lauren Marlowe (marlowele@gm.sbac.edu)

By When: Session one will be held in the month of October and session 2 will be held in the month of January, 2023.

ELA teachers will be provided planning time to meet following the "Panther Writes" assessments.

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

By When: October and January of 2023

Teachers will display and review focus boards in their classrooms.

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

By When: Daily, throughout the school year.

Provide professional development on accessing relevant data that will be used to drive instruction.

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

By When: Throughout the school year.

Support an train teachers in creating lessons and the use of strategies that positively impact student growth.

Person Responsible: Casey Karas (karascl@gm.sbac.edu)

By When: Throughout the school year.

Hold data chats with ELA teachers of all four grade levels.

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

By When: Throughout the school year.

Hold Title I tutoring sessions for students in 5th grade who are of greatest need.

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

By When: Throughout the 2nd and 3rd 9 weeks of the school year.

Students in intensive reading classes will participate in i-Ready sessions weekly.

Person Responsible: Casey Karas (karascl@gm.sbac.edu)

By When: Throughout the school year on a weekly basis.

Administrators will use a standards walk-through tool to document standards aligned instruction and to provide feedback to teachers.

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

By When: Throughout the school year.

First and second year teachers will take part in a PLC led by veteran Oak View faculty members with a focus on clear goals, clear expectations, and use of effective teaching strategies.

Person Responsible: Lori Pirzer (pirzerll@gm.sbac.edu)

By When: The PLC will begin in September and conclude in April.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Oak View Middle School does not have students in grades K-2.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Oak View is a grades 5-8 middle school. For the 2023 ELA PM3, 53% of Oak View's 5th grade students scored below a level 3. This data provides the rationale for Oak View's participation in the Reading Achievement Initiative for Scholastic Excellence (RAISE). An area of focus for this school year will be to increase the number of students who score a level 3 or higher on ELA FAST PM3.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Oak View Middle School does not have students in grades K-2.

Grades 3-5 Measurable Outcomes

66% of Oak View Middle School students in grade 5 will show proficiency of standards by scoring a 3 or above on the third ELA FAST progress monitoring assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored for the desired outcome via the analysis of the data provided on district progress monitoring assessments, ELA FAST progress monitoring assessments 1 and 2, weekly i-Ready sessions, and aligned teacher made tests. Data chats will be held with ELA teachers on a monthly basis.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Armstrong, Kelly, armstrongkb@gm.sbac.edu

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Areas of deficiency will be identified using formative progress assessments. As part of the district's CORE initiative, clear academic goals in ELA is a priority. Data will be used to drive targeted instruction. Standard-informed instruction will take place throughout the school year. Intensive reading classes will participate in i-Ready sessions weekly. Students in 5th grade will receive small-group instruction in after school groups. Students will participate in "Panther Writes" assessments twice a year. Teachers will then analyze the results, align scoring to state rubrics, and plan for instruction. Teachers will implement the use of focus boards that display the standard(s) being taught or assessed and the learning goal. They will review the standard(s) and learning goal(s) with the students. First and second year teachers will participate in a PLC led by veteran Oak View faculty members with a focus on clear goals, clear expectations, and use of effective teaching strategies.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The use of formative assessment data will be used to inform instruction. Oak View will utilize district provided assessments, in order to identify areas of gaps in knowledge. Teachers will then use this knowledge to specifically target areas of need.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Assess students using state and district level progress monitoring formative assessments.	Karas, Casey, karascl@gm.sbac.edu
Implementation of two "Panther Writes" district provided writing assessments.	Karas, Casey, karascl@gm.sbac.edu
ELA teachers will be provided planning time to meet following the "Panther Writes" assessments.	Karas, Casey, karascl@gm.sbac.edu
Teachers will display and review focus boards in their classrooms.	Armstrong, Kelly, armstrongkb@gm.sbac.edu
Provide professional development on accessing relevant data that will be used to drive instruction.	Armstrong, Kelly, armstrongkb@gm.sbac.edu
Support an train teachers in creating lessons and the use of strategies that positively impact student growth.	Karas, Casey, karascl@gm.sbac.edu
Hold data chats with 5th grade ELA teachers.	Armstrong, Kelly, armstrongkb@gm.sbac.edu

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The dissemination of this year's SIP will include, but is not limited to the following: Copies will be made available in the front office; digital copies will be sent to all teachers and staff; the SIP will be published on the school's website and state website; the School's SAC shall give input, provide feedback, and approve the document; the Areas of Focus and Goals will be shared with parents, teachers, staff, and students.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to build positive relationships with parents, families, and other community stakeholders school leaders will provide monthly newsletters that communicate and provide helpful information on upcoming events, reminders, and ways that parents can be engaged in the school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

An area of focus for this school year will be an increase in the amount of students who score a level 3 or higher on ELA FAST PM3 in all four grade levels. Areas of deficiency will be identified using formative progress assessments. As part of the district's CORE initiative, clear academic goals in ELA is a priority. Data will be used to drive targeted instruction. Standard-informed instruction will take place throughout the school year. Intensive reading classes will participate in i-Ready sessions weekly. Students in 5th grade will receive small-group instruction in after school groups. Students will participate in "Panther Writes" assessments twice a year. Teachers will then analyze the results, align scoring to state rubrics, and plan for instruction. Teachers will implement the use of focus boards that display the standard(s) being taught or assessed and the learning goal. They will review the standard(s) and learning goal(s) with the students. First and second year teachers will participate in a PLC led by veteran Oak View faculty members with a focus on clear goals, clear expectations, and use of effective teaching strategies.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$39,096.93
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0591 - Oak View Middle School	Title, I Part A		\$12,233.21
Notes: Salary – Instructional Paraprofessional						
	5100	210	0591 - Oak View Middle School	Title, I Part A		\$1,660.05
Notes: Retirement Benefits – Instructional Paraprofessional						
	5100	220	0591 - Oak View Middle School	Title, I Part A		\$935.84
Notes: SSI Benefits – Instructional Paraprofessional						
	5100	230	0591 - Oak View Middle School	Title, I Part A		\$8,659.64
Notes: Insurance Benefits – Instructional Paraprofessional						

	5100	290	0591 - Oak View Middle School	Title, I Part A		\$62.39
			<i>Notes: Early Retirement Benefits – Instructional Paraprofessional</i>			
	6400	130	0591 - Oak View Middle School	Title, I Part A		\$2,450.00
			<i>Notes: "Extended Day Intervention (IIC to monitor EDI) 5th grade 1.25 hr for 70 sessions x \$28 hr)</i>			
	6400	220	0591 - Oak View Middle School	Title, I Part A		\$187.43
			<i>Notes: "Extended Day Intervention (IIC to monitor EDI) Fringe: X 7.65%</i>			
	5900	510	0591 - Oak View Middle School	Title, I Part A		\$176.12
			<i>Notes: EDI Materials for students</i>			
	5100	369	0591 - Oak View Middle School	Title, I Part A		\$1,379.30
			<i>Notes: Sumdog Online Learning Student Licenses</i>			
	5100	520	0591 - Oak View Middle School	Title, I Part A		\$2,189.25
			<i>Notes: FAST Math Skills Workbook for Pull Out Intervention and EDI(\$18.36x100)</i>			
	5100	510	0591 - Oak View Middle School	Title, I Part A		\$99.96
			<i>Notes: Math Facts "Pop Its" Learning Activity for EDI and Pull out Math Intervention</i>			
	5100	510	0591 - Oak View Middle School	Title, I Part A		\$1,454.55
			<i>Notes: Amazon Classroom Headphones use for intervention Computer Activities (10pk @ \$96.97 x 15 = \$1454.55)</i>			
	5100	510	0591 - Oak View Middle School	Title, I Part A		\$717.99
			<i>Notes: Amazon Supplemental materials for intervention Groups(dry erase markers, 2 pocket folders, highlighters, #2 wooden pencils, bulk composition notebooks, privacy partitions, guided reading strips, auditory feedback phones, sticky notes, transparent stick notes for books)</i>			
	5100	369	0591 - Oak View Middle School	Title, I Part A		\$4,453.80
			<i>Notes: I Ready ELA & Math Student Licenses</i>			
	5900	510	0591 - Oak View Middle School	Title, I Part A		\$526.90
			<i>Notes: Composition Notebooks to use as a student STEM journal for the Butterfly Garden(\$89.99x2) To follow fieldtrip: Classroom Butterfly Garden Original Habitat including both Spanish and English STEM Journals(52.81 x 7)</i>			
	5900	330	0591 - Oak View Middle School	Title, I Part A		\$1,282.50
			<i>Notes: Museum of Natural History-"Spiders Alive" Experience and Butterfly Rainforest (9.50 x 135 students)</i>			
	7800	330	0591 - Oak View Middle School	Title, I Part A		\$628.00

			<i>Notes: Transportation- Bus (\$25/hr x 5 hrs=\$125, \$125 x 4 bus drivers=\$500, \$2/mi x 16 x 4 buses = \$128)</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$29,063.07
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0591 - Oak View Middle School	Title, I Part A	0.2	\$12,674.60
			<i>Notes: Salary – Title I Instructional Intervention Coach</i>			
	6400	210	0591 - Oak View Middle School	Title, I Part A		\$1,719.94
			<i>Notes: Retirement Benefits – Title I Instructional Intervention Coach</i>			
	6400	220	0591 - Oak View Middle School	Title, I Part A		\$969.61
			<i>Notes: SSI Benefits – Title I Instructional Intervention Coach</i>			
	6400	230	0591 - Oak View Middle School	Title, I Part A		\$2,287.71
			<i>Notes: Insurance Benefits – Title I Instructional Intervention Coach</i>			
	6400	290	0591 - Oak View Middle School	Title, I Part A		\$64.64
			<i>Notes: Early Retirement Benefits – Title I Instructional Intervention Coach</i>			
	5100	120	0591 - Oak View Middle School	Title, I Part A		\$1,718.20
			<i>Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.</i>			
	5100	220	0591 - Oak View Middle School	Title, I Part A		\$131.45
			<i>Notes: SSI benefits for the Title I Lead Teacher Supplemental</i>			
	6300	120	0591 - Oak View Middle School	Title, I Part A		\$1,400.00
			<i>Notes: Monthly Data Chat (\$20/hr x 7 teachers, x 10, 1-hour sessions)</i>			
	6300	220	0591 - Oak View Middle School	Title, I Part A		\$107.10
			<i>Notes: Monthly Data Chat Fringe: X 7.65%</i>			
	6300	510	0591 - Oak View Middle School	Title, I Part A		\$520.08
			<i>Notes: Office Depot Supplies for Monthly Data Chats (Tab Dividers, Flash Drives, Note Pads, Dry Erase Easels, printer ink)</i>			
	5100	520	0591 - Oak View Middle School	Title, I Part A		\$1,927.80
			<i>Notes: FAST Reading Skills Workbook for Pull Out Intervention and EDI (\$20.85x100)</i>			
	5100	369	0591 - Oak View Middle School	Title, I Part A		\$2,600.00
			<i>Notes: Flocabulary online Learning Student Licenses</i>			

	6400	310	0591 - Oak View Middle School	Title, I Part A		\$2,000.00
			<i>Notes: Training Consultant - iReady Assessment and Personalized Instruction</i>			
	6400	390	0591 - Oak View Middle School	Title, I Part A		\$941.94
			<i>Notes: Substitutes - 7 for 5th grade teachers to attend iReady Training</i>			
Total:						\$68,160.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No