Oceanway School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

http://www.duvalschools.org/oceanwayschool

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.

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, 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
Stansel, Elizabeth	Principal	Principal Stansel serves as the Instructional leader, in addition she assumes responsibility for the safety of all students as well as employees. She leads the implementation of the schools mission and vision ensuring the progress monitoring of all behavioral and academic systems align with District and State mandates. Principal Stansel works with stakeholders and the school-based team to foster a culture/climate that is conducive to learning. Her role as principal, also includes building the capacity of teachers, school leaders, managing the operational budget, in addition to maintaining relationships with stakeholders.
Dukes, Berreath	Assistant Principal	Leadership, Instruction, and school-based/community responsibilities as assigned by the Principal.
Myers, Vontrena	Assistant Principal	Leadership, Instruction, and school-based/community responsibilities as assigned by the Principal.
Matson, Ashley	Instructional Coach	Leadership, Instruction, and school-based/community responsibilities as assigned by the Principal.
		Leadership, Instruction, and school-based/community responsibilities as assigned by the Principal.

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.

The Oceanway school-based team collaborated with parents/families to provide access to families/ stakeholders, at various times and through multiple formats including face-to-face meetings, parent surveys to ensure stakeholders were available to participate/provide input. In addition, the school provides information to our parent formed Facebook page that lends voice and encourages input from families/community. Weekly newsletters with updates regarding meeting times, location, and dates are provided to foster/solicit stakeholder input. Oceanway Middle has several parent volunteers that provide input and lend voice to plan direction/focus. The Oceanway team partners with available language support services and is continuing to work to leverage the District ESOL resources to provide notifications in multiple languages and in a timely manner to ensure parents/families have opportunities to lend voice to schoolwide planning. In addition, events were offered including SAC, the Developmental meeting, with meetings at varying times to ensure stakeholders were available to participate/provide input. For example the meeting day of the month for SAC was adjusted to Monday from that of Thursday based on stakeholder input. In addition, surveys as well posting of the Annual/Mid-Year meetings to solicit input were utilized to capture student/stakeholder voice.

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 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. This will be accomplished through the use of progress monitoring tools, reviewing key indicators that will serve as points of measures for identified goals. In those academic areas across content disciplines where trend data shows outlined goals are not reflecting student improvement; adjustments to include additional tiers of support, ensuring target student prescriptive plans are reviewed to support mastery in identified areas where adequate progress is not occurring. An ongoing timely aligned assessment cycle coupled with detailed student feedback and academic support will continue to ensure the achievement gap is minimized.

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 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: C 2019-20: C 2018-19: C 2017-18: C
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	0	35	43	47	125
One or more suspensions	0	0	0	0	0	0	14	119	82	215
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	19	19	40
Course failure in Math	0	0	0	0	0	0	1	13	6	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	89	132	124	345
Level 1 on statewide Math assessment	0	0	0	0	0	0	86	104	76	266
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	88	149	130	367

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	3	23	7	33
Students retained two or more times	0	0	0	0	0	0	6	13	3	22

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	0	47	58	48	153
One or more suspensions	0	0	0	0	0	0	195	231	148	574
Course failure in ELA	0	0	0	0	0	0	0	2	4	6
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	66	100	147	313
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	130	125	319
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	66	100	147	313

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	0	46	61	64	171

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	4	5	9
Students retained two or more times	0	0	0	0	0	0	5	13	10	28

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	0	47	58	48	153
One or more suspensions	0	0	0	0	0	0	195	231	148	574
Course failure in ELA	0	0	0	0	0	0	0	2	4	6
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	66	100	147	313
Level 1 on statewide Math assessment	0	0	0	0	0	0	64	130	125	319
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	66	100	147	313

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	0	46	61	64	171

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	4	5	9
Students retained two or more times	0	0	0	0	0	0	5	13	10	28

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*	33	42	49	32	43	50	33		
ELA Learning Gains				32			31		
ELA Lowest 25th Percentile				31			20		
Math Achievement*	42	49	56	34	35	36	35		
Math Learning Gains				40			27		
Math Lowest 25th Percentile				42			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	41	48	49	33	48	53	34		
Social Studies Achievement*	68	66	68	64	53	58	58		
Middle School Acceleration	72	82	73	82	47	49	56		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	23	31	40		85	76			

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)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	9
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	30	Yes	4	2
ELL	28	Yes	2	2
AMI				
ASN	50			
BLK	44			
HSP	54			
MUL	56			
PAC				
WHT	57			
FRL	42			

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	24	Yes	3	1
ELL	28	Yes	1	1
AMI				
ASN	43			
BLK	41			
HSP	37	Yes	1	
MUL	44			
PAC				
WHT	44			
FRL	38	Yes	1	

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	33			42			41	68	72			23
SWD	14			29			20	55			4	
ELL	24			24			25	46			5	23
AMI												
ASN	35			65							2	
BLK	26			36			27	62	69		5	
HSP	34			41			44	69	80		5	
MUL	39			47			58	80			4	
PAC												
WHT	40			46			52	70	75		5	
FRL	27			39			34	59	68		6	25

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	32	32	31	34	40	42	33	64	82			
SWD	13	25	20	18	32	35	12	37				
ELL	8	27	20	19	39	36		45				
AMI												
ASN	40	18		57	58							
BLK	24	33	35	24	43	48	24	57	77			
HSP	28	27	29	31	41	56	21	66				
MUL	43	36		34	26			82				
PAC												
WHT	37	33	27	42	37	32	40	66	81			
FRL	24	31	34	24	39	43	24	54	73			

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	33	31	20	35	27	24	34	58	56			
SWD	14	22	18	16	23	25	11	29				
ELL	32	58		43	43							

					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
AMI												
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				
PAC												
WHT	36	34	24	43	32	26	40	61	63			
FRL	27	28	18	25	22	24	33	51	44			

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
07	2023 - Spring	32%	40%	-8%	47%	-15%
08	2023 - Spring	27%	41%	-14%	47%	-20%
06	2023 - Spring	32%	38%	-6%	47%	-15%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	43%	-8%	54%	-19%
07	2023 - Spring	40%	40%	0%	48%	-8%
08	2023 - Spring	44%	45%	-1%	55%	-11%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	35%	4%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	52%	25%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	64%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	65%	63%	2%	66%	-1%

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.

The component that showed the lowest performance was ELA; with a proficiency of 32 percent. Factors contributing to lower ELA performance included three ELA teacher vacancies, the need to improve literacy competencies requiring further development to foster benchmark mastery. Trend data shows only marginal improvement or declines in performance related to reading informational text, reading across genres, and vocabulary. A school wide detailed literacy plan coupled with the use of AVID strategies will be implemented with fidelity in each core content area with support from electives to ensure our student performance increases in this area in addition students will have a clear understanding of their literary strengths as wells as the areas required to improve to reflect grade level performance. The team will continue to track this data throughout the course of the school year and communicate with families/guardians regarding how they may support their students at home to increase performance in the area of ELA.
In addition, faculty will receive training in the implementation of strategies designed to support/motivate/ foster students' connection to the benefits of becoming stronger readers.

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

The data component that showed the showed the greatest decline from the prior year was Algebra. The factors contributing to the decline includes gaps in learning related to expressions, functions, data analysis. and linear/non-linear relationships. Changes were made to student scheduling and students will receive additional layers of support from the Math coach with a focus on detailed problem solving with specific student feedback. Faculty teaching advanced courses in Algebra and Geometry will receive layers of professional development support from our District and school based math support. Students will also leverage the online virtual tutoring offered through the District platform allowing students to receive live tutoring. In addition, the math team will provide opportunities for students to master definitions of key algebraic terms and expressions to minimize misconceptions/misunderstandings the strategies will be coupled with active journal recording and problem solving with detailed feedback supported by students' explanation problem solving steps.

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 with the greatest gap when compared to the state average was Language Arts. The factors contributing to the gap includes ongoing trends of students continuing to have challenges dissecting complex text; as a team we will continue to work to incorporate prescriptions that will enhance students' ability to master comprehension of complex comparative text. With support from the school-based leadership team, the assigned reading interventionist will work to incorporate with fidelity school-wide literacy initiatives to include the integration of academic vocabulary across content areas. A key aspect that contributed to the gap will be addressed as students receive additional support and opportunities to participate in prescriptive learning paths designed to strengthen their ability to engage complex text, compare/analyze themes as they engage literary text while developing their confidence as sound readers.

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

The content area the showed the most improvement was Math. The school wide daily incorporation of the Ignite program delivered through the math classroom targeting our students demonstrating below grade mastery in math. Our students demonstrated significant gains and additional student seats will be offered in the program with an in-class model coupled with live tutoring to ensure students a making progress towards reaching grade level mastery. The consistent use of number sense embedded within each bell-ringer and ensuring instructional time includes opportunities to increase the use of mental math for our students will ensure student performance in math continues to increase.

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

Reflecting on the EWS data the primary area of concern is student attendance. The school based attendance monitoring team will partner with supporting district departments and assigned agencies to outline individualized plans to improve student attendance ensuring parents/families as well as students are aware of resources and how to leverage those resources to remove barriers of attendance. In addition Oceanway Middle has partnered with supporting agencies and stakeholders to connect families to resources that will empower them to overcome barriers to attendance such as transient housing and related challenges our families face. Through tiered layers of support and ensuring guidance team which has grown this school year to include the support of two team members in this area. The addition of a Guidance Counselor will add additional support for our students and families which will expand the number of students our team is able to service.

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

1. Focus on literacy and the incorporation of reading strategies across all content and grade levels. Each strategy will align with the AVID framework which will be taught and implemented with fidelity.
2. Focus on increasing student performance in Algebra.
3. Improving student attendance
4. Enhancing and maintaining relationships between school and families.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 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 identified as a high priority based on relevant student performance data is the area of literacy. Across grade levels and core content areas strategies will be implemented to improve student mastery of key literary elements to strengthen student academic performance. Trend data in the area of literacy shows students coming in with a sound understanding of communicating through writing, but performance data reflects gaps in learning relating to their ability to master the complexities related to comparing complex text. A school wide initiative to improve critical thinking and increase the use/mastery of academic vocabulary. Student trend data showed gaps in students' ability to cite evidence to explain and justify reasoning, and to make inferences to support comprehension. The performance trends were consistent throughout subgroups with some reflecting a higher level of proficiency

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

The specific measurable outcome the school plans to use as key data points will include student performance tracking points as reflected from student Study Sync performance on assigned modules, demonstration/the use of AVID strategies leading to mastery on unit equivalent/aligned assessments, DMA data, and outcomes from each PM assessment. Our current student reading performance reflects an average proficiency of thirty-two percent. The school based literacy initiatives and the support literary elements integration plan across content areas support by the use of AVID strategies across grade levels will include a target growth goal of more that forty percent of our students reflecting mastery/grade level reading proficiency by the end of the school year. This goal was set as approximately 40 percent of our student population are approaching grade level proficiency in reading. The literacy plan we have outlined as a team which includes our students and parents will ensure we reach/exceed our outlined goal.

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

The Area of Focus will be monitored at multiple levels. Each administrator/coach will maintain data tracking tools to ensure outlined goals are achieve moving students to mastery. In addition, the leadership team will ensure teachers are equipped and have a sound understanding of student data which will be communicated to families with respect to how they may support their students at home. Students will take ownership by tracking their data and the team will ensure they are informed regarding their current performance and the plan to reach mastery. Ongoing progress monitoring through class room walk-throughs, PLC reflective teacher and student data chats will ensure required adjustments to instructional practice and communication with students and families are ongoing. The team understands are deficits are identified real-time adjustments will be made to ensure students reach outlined performance goals.

Person responsible for monitoring outcome:

Elizabeth Stansel (stansele@duvalschools.org)

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.)

Several evidence-based interventions will be implement to increase student achievement in our primary area of focus which is literacy. The use of AVID strategies throughout all content areas (coupled with a targeted strategy of the month that will be used school-wide), using with fidelity a critical thinking framework to support students when reading informational text to foster understanding. In addition strategies to promote successful application/understanding of academic vocabulary.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Trend data shows a larger gap in reading for the incoming grade 6 students making the transition from elementary to middle school. All of our grade 6 students are scheduled into an AVID course, we are able to leverage this course to teach AVID strategies specific to the literary components of each content area. Because every grade 6 student is enrolled in AVID, we can ensure and reinforce the strategies with fidelity. Students will take ownership in the process by tracking their growth based on reading/ELA performance outcomes that will be administered at key points in the learning cycle each quarter. Our grade 7 student population saw marginal declines as a result the team will continue track the performance of this cohort of students ensure they are engaged in grade level equivalent learning experiences that are standards aligned and that each student is actively participating in prescriptive academic rotations.

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.

The action steps that will be taken as part of the outlined strategies to address the Area of Focus, improving literacy school-wide, are as follows:
1. The Reading Interventionist will model and identify specific strategies each month to be implemented school-wide, for example annotating text. The school-based leadership team will conduct walk-throughs and provide teachers' feedback to ensure the strategy is implemented appropriately as well as with fidelity. The AVID teacher will reinforce the strategy of the month and progress monitor to ensure students have artifacts in their AVID notebook reflecting ongoing use of the strategy across-content areas. Lastly, teachers, members of the leadership team, the instructional interventionist will hold data chats with students reviewing their academic performance data related to literacy while checking to ensure students have mastered use of the identified strategy of the month.

Person Responsible: Vontrena Myers (myersv@duvalschools.org)

By When: Monitoring of the action steps will take place bi-weekly with bi-monthly data trend reviews to determine the effectiveness of the aligned literary action steps.

Progress monitoring reviews which will include the administrative team and instructional support leadership lead Ms. McMillan for ELA; with reports highlighting key data points from both school-based, District, and State monitoring assessment data points. In addition, the review of prescriptive plans outlined for small groups and individual students. In addition, when the literary monitoring team convenes, a determination will be made based on performance trend data to determine if components of the literary action plan require adjustments. Adjustments to the framework of the plan will be made during the bi-monthly data review to ensure adequate time to re-teach, implement in an alternate strategy and administer an assessment they will serve as an indicator of improve student performance/the necessity to make revisions.

Person Responsible: Marlene McMillan (mcmillan@duvalschools.org)

By When: Progress monitoring by the Reading Interventionist will take place weekly with updates provided to the administrative team and faculty to ensure school-wide we are invested and effectively implementing/monitoring student progress.

#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.

Currently the school is addressing building a positive culture through the implementation of integrating guidelines for success that will be taught, a clear model of the expectations will be provided. Our parent family engagement goals directly align to better parent engagement this school year. We want to increase parent, community, and school relationships with the goal of build up Bucs in good standing. This year our Parent Family Engagement Plan focuses on experiences that will allow parents to take an active role in their students achievement and learning experience in all areas. They will learn how students track their own progress and set their own goals. Finally they will prepare for their end of year assessments and show engage in the learning progress.

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

The specific measurable outcome the school plans to utilize to determine the plan goal is achieved is discipline data. The successful implementation of the guidelines for success should yield a decrease in student referrals. In addition, an increase in the number of students recognized for demonstrating positive character as outlined by grade level and school wide behavioral plans.

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

The area of focus will be two part; a decrease in referrals primarily class disruptions, unauthorized absences from class which is a component of the factors that contribute to school-wide absences. By provided a detailed reward system that is accessible to all student, the goal is to increase student connections to school and school based faculty. Multiple clubs and organizations are available to ensure the interest of all students are considered. The area of focus will be monitored and discussed during weekly leadership meetings. The team will provide school wide updates and ensure stakeholders are aware of the team's progress.

Person responsible for monitoring outcome:

Elizabeth Stansel (stansele@duvalschools.org)

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.)

The school has implemented a school-wide positive behavior plan that is designed to foster a great sense of belonging for students which includes a mentor component, rewards/incentives from our faith-based partners. The positive behavior plan/interventions have been launched school-wide and include an increase in student participation through clubs and activities. A behavioral tracking system with a preventative/character building training modules led through the school's discipline team is designed to minimize discipline infractions while fostering student ownership as an Oceanway Buccaneer.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting a plan to implement a multi-tiered system of support included factors impacting discipline relating to minor class disruptions, tardies resulting in unauthorized absences which impacts our early warning systems.

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.

Principal Stansel and the school based team has outlined a plan led by each grade level Dean highlighting a positive behavioral reward systems. Though the reward efforts are not funded through UniSig, Oceanway Middle School has several faith-based agencies, organizations, and civic groups that have agreed to support students through several initiatives:
Oceanway Church
Bold City Church
Jacksonville Sharks
Jacksonville Icemen
Kona Ice Downtown Jacksonville
Winn Dixie
OneJax at UNF
JEA
North Jax Baptist Church
Coastal Orthodontics
Through the support of our stakeholders and partners, the team will work to achieve outlined goals to enhance school culture/climate.

Person Responsible: Elizabeth Stansel (stansele@duvalschools.org)

By When: Principal Stansel, and the Assistant Principal team with support from our Deans and key school wide leaders will ensure the goal is met mid-year and exceed by year end.

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).

N/A

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 school maintains a website and social media accounts (including those maintained by our parent/ stakeholder groups (to promote stakeholder voice); each of these platforms will be utilized to share information with families regarding meetings, school reports, and related engagement activities. Consideration will be extended to families who may not have access to technology on a consistent basis, in an effort to ensure access to all families. Oceanway school will also notify parents of events, activities, resources via phone callouts/blasts and posted documents as alternative means of communication to ensure those with technology limitations are supported.

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))

The Oceanway Title I team will collaborate with parents/families to provide numerous opportunities partner with the school through offering events/activities for parents/families to participate by ensuring times and dates are communicated in a timely manner to ensure adequate time to prepare for participation. In addition, events will be offered at various times and not exclusive to the evening time frames.
The team will partner with available language support services and leverage the District ESOL resources to provide notifications in multiple languages and in a timely manner to ensure parents/families have adequate time to prepare to participate. The Oceanway Title I team will provide an outline of upcoming events for Parents during Orientation and Open-House and ongoing parent/family events to ensure dates and information regarding all sessions are provided in multiple languages via all social-media accounts, weekly newsletter briefs, in addition to posting to the Message board, and listing events on the digital display. The team plans to partner with the District ESOL department to ensure we are leveraging all available language support resources including translator tools and support language services Oceanway Middle school will utilize our new Bloomz Communication platform as well to advise parents via phone and email in addition to updating message boards in the Main entry area, all social media accounts will be updated to reflect future events to ensure parents/families receive timely notification.

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))

The schoolwide literacy academic focus plan is designed to increase the amount of quality learning time and help provide an enriched cross-curricular learning experience for all students. In addition to school-wide initiatives that will incorporate reading strategies throughout each content area, we will leverage out school's AVID courses to strategically teach students to think critically, organize/synthesize information through structured note taking. As strategies are modeled, for example annotating text, students will actively engage and apply each strategy in all content areas. Providing prescriptive plans through our new online platforms which will provide teachers, students, and guardians real-time data and specific feedback to address the literacy challenges our students have faced. In addition, to the use of school wide initiative, student performance data derived from teacher assessments through the use of District blended learning platforms, the team will also leverage data from state PM 1 and 2 reading data to increase student performance. In addition students are scheduled into courses based on performance data with our Language Live reading program supporting literacy tiered layers of support schoolwide.

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))

Oceanway Middle School currently participates in the after-school nutrition program providing healthy snacks to students participating in tutoring, athletics, S.T.E.M. initiatives to promote/improve student performance outcomes.
In addition, In compliance with Title I, Oceanway Coordination with other Federal Funds, the team will continue to hold trainings for support personnel, students/families of our ELL and Exceptional education students outlining in detail resources available to parents/families through our family engagement resource room and information regarding access of to our school based academic, behavioral, and health resources (for example Hazel Health). All efforts to promote support of the whole child.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Oceanway Middle School actively facilitates the process of providing school counseling services through the school based Guidance team with partnerships through Full-Service schools, Hazel Health, and approved district resources including but not limited to our District Social Work team coupled with support from G.R.I.T.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Oceanway Middle offers accelerated courses in math and science that prepare our students for access to High School programs that lead to postsecondary credit. In addition our foundational CTE courses prepare our students for coding and advance CTE high school coursework. Oceanway Middle has been selected to participate in multiple S.T.EM. grants to prepare our students and expand their knowledge of career and technical advance programming as well as broaden their academic coursework in math and science.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Oceanway Middle school fully release varying exceptionalities teacher and supporting V.E. team partner with our faculty, staff, parents/families to ensure all individual education plan services and related accommodations are implemented with fidelity. Monthly multi-tiered systems of support meetings are held (additional meetings with supporting compliant notification documents are ongoing to ensure the needs of students are met) to ensure present levels of performance and outlined academic/behavioral goals of students are met. Data tracking tools, updated functional behavioral assessments and social/ emotional goals are reviewed, revised/amended as need to promote positive learning experiences for all students. In addition, the school based VE team partners with District psychologist, members of our speech, P/T,O/T, and vision team as need to ensure student performance outcomes and quality of the educational services they receive align with outlined plan goals. All goals are reviewed and updated according to compliance guidelines and observed changes in student needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school based leadership team will provide teachers professional learning and other activities to improve instruction and use of data from academic assessments during weekly school based and scheduled district professional learning sessions. For example faculty will receive training on how to effectively communicate with parents/families and to use approved software to inform families of academic resources that are specific to their students' needs. In addition, this training will support teachers as the work to increase families understanding of ways that can support their student academical and improve student performance. Faculty and Instructional support staff will be trained on how to use approve district software to set-up parent conferences, share academic and behavioral support documents. In addition, the team will receive training regarding how to support families as they assist their students in navigating online academic resources to include but not limited to the F.A.S.T. family portal to increase/empower parents and enhance/improve student performance outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A