

Alachua County Public Schools

OAK VIEW MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jared Taber

Position Title

Principal

Job Duties and Responsibilities

Oversee all aspects of school management and leadership.

Leadership Team Member #2

Employee's Name

Bessie Criscione

Position Title

Assistant Principal for Curriculum

Job Duties and Responsibilities

Oversee curriculum and instruction.

Leadership Team Member #3

Employee's Name

Eugenia Campbell

Position Title

Assistant Principal of Administration

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Katrece Freeman

Position Title

Dean of Students

Job Duties and Responsibilities

Support student behavior and systemic implementation of PBIS.

Leadership Team Member #5

Employee's Name

Roberto Batista

Position Title

Dean of Students

Job Duties and Responsibilities

Support student behavior and systemic implementation of PBIS.

Leadership Team Member #6

Employee's Name

Jill Kanji

Position Title

Guidance Counselor

Job Duties and Responsibilities

Provide academic, career, and personal/social counseling to students. Assist students with college applications, career exploration, and readiness for post-secondary education.

Leadership Team Member #7

Employee's Name

Amy Womack

Position Title

Math Department Chair

Job Duties and Responsibilities

Math department chair, support department with data analysis and interpretation.

Leadership Team Member #8

Employee's Name

Carrie Russell

Position Title

ESE Department Chair

Job Duties and Responsibilities

ESE Department chair. Support general education teachers and case managers to ensure fidelity of ese program.

C. Stakeholder Involvement and 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. (ESEA 1114(b)(2))

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

Oak View Middle School Leadership team collaborates with all stakeholders to discuss and review data and school improvement goals. School-wide data is shared during professional learning sessions and department/team level meetings throughout the school year. Department Chairs collaborate with school leadership to identify goals and action steps. Our data and goals are shared with our Student Advisory Council (SAC) and feedback is elicited. SAC provides feedback and refinements are made accordingly.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Our School Improvement Plan will be monitored regularly. After each FAST PM/Quarterly assessment data will be reviewed and SIP will be reviewed and refined as necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 5-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	45.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	50.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days						29	45	85	72	231
One or more suspensions						8	5	19	8	40
Course failure in English Language Arts (ELA)						10	11	43	11	75
Course failure in Math						5	12	48	41	106
Level 1 on statewide ELA assessment						43	37	69	56	205
Level 1 on statewide Math assessment						37	28	65	43	173
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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						44	37	81	64	226

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	0	3	3
Students retained two or more times							0	0	1	1

Prior Year (2023-24) As Last 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 school days						25	55	66	40	186
One or more suspensions						3	43	38	35	119
Course failure in ELA						6	10	61	26	103
Course failure in Math						14	21	68	13	116
Level 1 on statewide ELA assessment						40	72	88	81	281
Level 1 on statewide Math assessment						54	60	63	44	221
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										281

Prior Year (2023-24) As Last Reported (pre-populated)

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						34	74	101	69	278

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year									4	4
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	57	53	53	52	49	49	58	51	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	58	57	56				55		
ELA Learning Gains Lowest 25%	52	46	50				37		
Math Achievement *	62	56	60	56	51	56	57	34	36
Math Learning Gains	67	62	62				58		
Math Learning Gains Lowest 25%	66	56	60				44		
Science Achievement *	48	45	51	50	46	49	49	51	53
Social Studies Achievement *	66	60	70	70	58	68	71	54	58
Graduation Rate								45	49
Middle School Acceleration	73	79	74	84	75	73	85	40	49
College and Career Readiness								61	70
ELP Progress		53	49	44	48	40	40	80	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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	549
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
61%	62%	55%	57%		62%	62%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	30%	Yes	5	5
English Language Learners	56%	No		
Asian Students	91%	No		
Black/African American Students	41%	No		
Hispanic Students	63%	No		
Multiracial Students	55%	No		
White Students	68%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	15%	Yes	4	4
English Language Learners	44%	No		
Asian Students	85%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	57%	No		
Multiracial Students	53%	No		
White Students	73%	No		
Economically Disadvantaged Students	45%	No		

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%
Students With Disabilities	22%	Yes	3	3
English Language Learners	34%	Yes	2	
Native American Students				
Asian Students	88%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	52%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	42%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	57%		58%	52%	62%	67%	66%	48%	66%	73%			
Students With Disabilities	14%		40%	40%	23%	49%	46%	14%	16%				
English Language Learners	42%		68%	56%	58%	71%	69%	26%					
Asian Students	89%		89%		95%	79%		91%		100%			
Black/African American Students	33%		46%	43%	32%	57%	59%	17%	35%	44%			
Hispanic Students	56%		65%	68%	64%	69%	70%	41%	67%	71%			
Multiracial Students	53%		52%	50%	54%	64%	65%	38%	75%	47%			
White Students	65%		60%	57%	72%	70%	70%	62%	76%	78%			
Economically Disadvantaged Students	41%		52%	50%	46%	62%	62%	28%	51%	48%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%			44%
Students With Disabilities	9%				15%			12%	24%				
English Language Learners	36%				47%			31%	62%				
Asian Students	84%				84%			80%	90%				
Black/African American Students	24%				25%			22%	38%	80%			
Hispanic Students	44%				54%			51%	68%	70%			
Multiracial Students	45%				54%			43%	56%	67%			
White Students	65%				67%			62%	84%	88%			
Economically Disadvantaged Students	33%				37%			29%	57%	67%			

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	13%		27%	26%	10%	31%	30%	7%	29%				
English Language Learners	36%		46%	38%	33%	42%	27%	9%	38%				40%
Native American Students													
Asian Students	85%		90%		85%	85%				93%			
Black/African American Students	29%		42%	38%	23%	42%	42%	19%	52%	50%			
Hispanic Students	52%		50%	29%	52%	58%	35%	38%	75%	83%			
Multiracial Students	51%		42%	20%	61%	59%	57%	54%	68%	69%			
Pacific Islander Students													
White Students	72%		62%	45%	69%	63%	48%	64%	79%	88%			
Economically Disadvantaged Students	36%		44%	36%	35%	47%	41%	27%	51%	64%			

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	5	41%	51%	-10%	55%	-14%
Ela	6	63%	52%	11%	54%	9%
Ela	7	57%	52%	5%	50%	7%
Ela	8	54%	50%	4%	51%	3%
Math	5	45%	51%	-6%	56%	-11%
Math	6	57%	49%	8%	56%	1%
Math	7	37%	26%	11%	47%	-10%
Math	8	67%	58%	9%	54%	13%
Science	5	44%	50%	-6%	53%	-9%
Science	8	48%	43%	5%	45%	3%
Civics		65%	59%	6%	67%	-2%
Algebra		94%	53%	41%	50%	44%
Geometry		100%	52%	48%	52%	48%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the greatest improvement was ELA proficiency. A large focus for last school year (23-24) was to increase ELA proficiency as it was the component that had the greatest decline from the prior year (22-23). An increase by 12 percentage points indicates a step in the right direction. During the 23-24 school year, teachers disaggregated and analyze data more regularly. Teachers reviewed data from ELA FAST progress monitoring assessments 1 and 2, weekly i-Ready sessions, and aligned teacher made tests. Data chats were held monthly.

Lowest Performance

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

The data component that showed the lowest performance was Science achievement (46%). 5th grade proficiency was 44% and 8th grade 48%. This is a 4% decline from the prior year. With Science only being assessed at the State level in 5th and 8th grade, teachers tend to focus more heavily on the more regular tested subjects. Another contributing factor is the comprehensive curriculum.

Greatest Decline

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

Social Studies achievement showed the greatest decline from the previous school year, with a 5% decrease in proficiency. Our district recently changed the middle school Social Studies progression and we expect to see a greater increase in Civics proficiency due to the new progression. The current 7th grade students during the 23-24 school year had World History as 6th graders whereas next year, the 7th graders for the 24-25 school year would have had US History during their 6th grade year.

Department meetings were not as regular as needed and horizontal planning was not implemented with fidelity.

Greatest Gap

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 showed the greatest gap when compared to the state average is within math proficiency. In 5th grade, there was an 11% gap between our school's proficiency and the state's. We did not offer advanced math curriculum for 5th grade students during the 23-24 school year. All students were enrolled in general education math curriculum. One of our math teachers was new and the ESE Math co-teacher was also new.

In 7th grade, there was a 10% gap between school and state proficiency. All of our students enrolled in 7th grade advanced math took the 8th grade FAST assessment instead of the 7th grade assessment. Teachers met monthly to discuss FAST data and next steps, but that was not regular enough.

EWS Areas of Concern

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

Decrease the number of students scoring level 1 on ELA/Math FAST assessments.

Highest Priorities

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

1. ELA/MATH ESE Achievement
2. Science Achievement
3. Increase proficiency of African American achievement in both ELA/Math to at least 41% proficiency.
4. Math Achievement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase proficiency of African American achievement in both ELA/Math to at least 41% proficiency.

Current Data- ELA: 33% proficient.

Current Data- Math: 32% proficient.

Achievement in this subgroup is far below the achievement of our white students. Data from FAST Assessment was reviewed.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase proficiency of African American achievement in both ELA/Math to at least 41% proficiency.

Current Data- ELA: 33% proficient.

Current Data- Math: 32%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be reviewed regularly to support data informed decision making.

FAST Data as well as common assessment data will be disaggregated and analyzed. In addition, supplemental program data (iReady) will be reviewed and analyzed regularly.

Person responsible for monitoring outcome

Bessie Criscione

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Data analysis by department as well as collaborative planning will be implemented. Teachers will continue to utilize supplemental programs such as iReady to target specific instructional gaps. Professional learning in the area of lesson planning- specifically, planning for learning. Departments will meet regularly to discuss data and strategies to increase student learning.

Rationale:

Data analysis will help our teachers understand where specific learning gaps are with each student. Learning how to plan for student learning/mastery will increase student understanding.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Professional learning in the area of culturally responsive teaching. Strategies: Include diverse texts and materials that reflect students' backgrounds. Use students' cultural references in examples and teaching methods. Foster a classroom environment that respects and celebrates cultural differences.

Rationale:

CRT involves using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. It helps in making connections between the curriculum and the students' cultural contexts.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

APC/Department Chairs

By When/Frequency:

October 2024/January 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Analyze FAST/AIMS progress monitoring data. School leadership and department chairs will meet after each assessment to analyze data and discuss current status of reaching school improvement goals. The inclusion of common assessments will increase monitoring.

Action Step #2

Professional learning in Lesson Planning

Person Monitoring:

Bessie Criscione

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers will be trained in a lesson planning framework that prioritizes planning for learning. Department chairs will have collaborative conversations to discuss implementation/next steps. Administration will have regular conversations with teachers- after walk throughs and formal observations. Administration will identify trends and use those trends to identify professional learning.

Action Step #3

Professional Learning in the area of Culturally Responsive Teaching

Person Monitoring:

Bessie Criscione/Department Chairs

By When/Frequency:

October/November 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

CRT involves using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective. It helps in making connections between the curriculum and the students' cultural contexts. A school-wide professional learning session will take place in October/November. Follow-up discussions/collaborative planning will occur regularly in department meetings. Leadership team members will participate in and support department meetings and provide coaching and support for teachers during the school year.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Increase ELA/Math proficiency for our ESE students to 41%.

When reviewing our early warning system data, many of our ESE students are scoring level 1 on both ELA/Math FAST assessments.

Our ESE ELA/Math proficiency data is well below 41%, coming in at 30%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA/Math proficiency for our ESE students to 41%.

Current Data: 31%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

FAST data will be utilized as well as supplemental program data such as iReady (reading).

ESE Teachers will collaborate with General Education teachers to identify accommodations and appropriate strategies to increase proficiency.

General Education teachers will consult regularly with ESE teachers/case managers to identify specific needs of students.

Culturally Responsive Teaching professional learning will occur. Many principles of CRT support ESE students (high expectations, differentiated instruction, relevant instructional materials).

Person responsible for monitoring outcome

Eugenia Campbell and ESE Department Chair

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Increased monitoring of our ESE students- to include additional collaboration amongst ESE and General Education teachers. Increased collaboration meetings between Case Managers and General Education teachers. Additional training provided by APA and ESE Department Chair to support ALL teachers in understanding best practices within planning- specifically differentiation.

Rationale:

Additional collaboration amongst teachers will provide additional supports for students. A higher focus on CRT and differentiation will support teachers in intentionally planning for student needs and accommodations.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning in the area of CRT and Differentiation

Person Monitoring:

Assistant Principals - Criscione and Campbell

By When/Frequency:

October/November 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Additional training provided by APA/APC, and ESE Department Chair to support ALL teachers in understanding best practices within planning- specifically Differentiated Instruction.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Review FAST progress monitoring assessment data and plan collaboratively for differentiation. Math department chair will facilitate collaborative planning amongst 5-8 grade math teachers. Teachers will be provided release time to work together to analyze data, review standards, and plan for instructional units.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase math proficiency to 70% in grades 5-8.

Our school has included less students in high school course work over the past few years. Our goal will be to accelerate more students into Algebra 1 while maintaining the high level of proficiency in grades 5-8.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Review FAST progress monitoring assessment data and plan collaboratively for differentiation. Math department chair will facilitate collaborative planning amongst 5-8 grade math teachers. Teachers will be provided release time to work together to analyze data, review standards, and plan for instructional units.

Person responsible for monitoring outcome

Bessie Criscione and Math Department Chair.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

FAST PM 1/2 data will be closely monitored and reflected upon. Teachers will work with principal, assistant principal of curriculum, and department chair to discuss data, instruction, curriculum, gaps,

next steps to inform instruction. Assistant principal of curriculum will review FAST and common assessments regularly and act on results accordingly (data chats, professional learning, coaching, etc.)

Rationale:

Teachers will review data to identify achievement deficiencies and plan accordingly. Teachers will learn a lesson planning framework that will support planning for learning and not only planning for teaching. This will increase student engagement and accountability.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data analysis

Person Monitoring:

Math Department Chair

By When/Frequency:

Twice per monthly- after common assessments/
FAST

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will come together twice per month to analyze data and discuss patterns to gauge next steps. Teachers will plan horizontally to ensure continuity of instruction across teachers.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Oak View is identified as needing RAISE support due to 59% of our 5th grade students scoring below a level 3 on FSA ELA.

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

No Answer Entered

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

Review FAST progress monitoring assessment data and plan collaboratively for differentiation. ELA/

Reading department chair will facilitate collaborative planning amongst 5th grade teachers. Teachers will be provided release time to work together to analyze data, review standards, and plan for instructional units. Teachers will work with administrative team and district support to review item specifications, benchmark specific analysis, and instructional materials.

Grades K-2: Measurable Outcome(s)

No Answer Entered

Grades 3-5: Measurable Outcome(s)

We will monitor ELA progress via PM 1-3 sessions in order to identify students that need additional support in order to get below the 50% threshold.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be reviewed with Dept Chairs, Team Leaders, ELA teachers and admin. based on PM data. Interventions will be provided as needed.

Person responsible for monitoring outcome

Jared Taber

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collaborative planning will be implemented and within that will be a laser-like focus on standards based instruction and instructional materials utilized to teach those standards.

Rationale:

With less than 50% of students proficient, teachers may not be providing grade level instruction. Teachers will collaborate to discuss grade level standards and appropriate rigor of implementation.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Teachers will meet twice monthly to collaborate on upcoming lessons/units. They will review curriculum documents to identify lesson/unit plans for the next two weeks.

Person Monitoring:
ELA Department Chair

By When/Frequency:
Twice per month

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Members of administrative team will be present in those meetings and will help facilitate productive conversations around standards based planning at the appropriate rigor level.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data component that showed the lowest performance was Science achievement (46%). 5th grade proficiency was 44% and 8th grade 48%. This is a 4% decline from the prior year. An increase in Science achievement will also support our school's Math achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase Science proficiency to 55%.

Prior year data:

5: 44%

8: 48%

24-25 Goals:

5: 55%

8: 55%

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Quarterly assessments and common assessments will be reviewed regularly to identify trends and student learning gaps. Teachers will collaborate as a Science department to disaggregate and analyze data to inform next steps.

Administration will have regular conversations with teachers about data and data-informed decision

making.

Person responsible for monitoring outcome

Bessie Criscione and Science Department Chair.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Science teachers will participate in regular data analysis as a Science department. Teachers will participate in vertical and horizontal planning conversations to identify standards and instructional materials for each grade level.

Rationale:

Comprehensive Science assessments are challenging as they test students' knowledge from multiple years. Vertical planning will help teachers understand what the grade levels prior and above are teaching and assessing. This will help clarify learning goals and expectations for each grade level.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Vertical Planning

Person Monitoring:

Science Department Chair/APC

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science teachers already meet as a department to discuss data and instructional planning. Typically, teachers plan with the grade level peers and new this school year, we will add the vertical planning piece. This will help teachers identify exactly what standards their grade level will focus on and plan for spiral review. APC will meet regularly with department chair to identify status.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Decrease the number of students who are chronically absent. 231 students in grades 5-8 were absent more than 10% of the school year. If students are absent, they are missing out on instruction and are less likely to be proficient in ELA/Math.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease the number of students who are chronically absent by 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School counselors, truancy support, and assistant principals will monitor attendance and make regular calls/home visits to identify barriers to coming to school. Ongoing monitoring will communicate to families that we care about attendance and the barriers that may be preventing them from sending their children to school. Increased attendance can only help increase learning gains and proficiency.

Person responsible for monitoring outcome

Eugenia Campbell and Jill Kanjii.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Regular calls home to identify why students are missing school. We will try to help families remove barriers through community support/services as needed.

Rationale:

Ongoing monitoring will communicate to families that we care about attendance and the barriers that may be preventing them from sending their children to school. Increased attendance can only help increase learning gains and proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Administrative team will monitor attendance and reach out to families on a weekly basis.

Person Monitoring:

Eugenia Campbell

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrative team will monitor attendance and reach out to families on a weekly basis. Attendance reports will be analyzed weekly and interventions will be enacted.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

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

The School Improvement Plan (SIP) is reviewed and provided input through multiple stakeholders including the School Advisory Council (SAC), parents/families, teachers, and staff. It will be disseminated to stakeholders in a variety of ways.

The SIP will be shared with the School Advisory Council (SAC) who meets throughout the year to discuss school improvement. The council is made up of three teachers, three career service employees, three parents, three community members and the school principal. They also provide input and suggestions on school initiatives and actively participate in setting school goals.

It will be shared with families through PTA meeting(s), the school website, the Title I Annual Meeting, and committee meetings. The school staff will receive the information in school faculty meeting(s) and team leader meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made

publicly available. (ESEA 1116(b-g))

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

Oak View will focus on advertising and increasing parent engagement via newsletters, website, Skylert messages and parent informational meetings to promote and share information related to our Title 1 program/opportunities for students/families. We will seek feedback from stakeholders and respond appropriately.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

Oak View was identified for additional supports this year due to 59% of 5th grade ELA students not meeting proficiency. We will receive RAISE coaching support while working with our ELA department chair to review progress monitoring data throughout the year. We expect the additional focus on student data, coaching supports and supplemental curriculum to assist in meeting our goal of less than 50%. This information will be shared with all stakeholders throughout the year.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We will work with our feeder schools to assist with the transition to middle school to identify areas of improvement, needs. We also seek input from staff, families and District Title 1 resources.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Oak View participates in the District's mental health curriculum on a monthly basis. Lessons are implemented during the school day, students have access to counselors on campus everyday. Hazel Health is also used as a virtual resource for all families.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Students in all grade levels are allowed to take CTE classes that provide opportunities for job preparation in high school and beyond. The CTE dept. also coordinates magnet showcases to expose students to varying career opportunities.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

All students are served by an MTSS model while also reinforcing PBIS strategies that model appropriate school expectations. The student services team works with teachers, admin. to review discipline history and provide the appropriate interventions. Teachers are provided 504 and IEP information via Skyward, annual meetings.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

All teachers/ESPs are provided PD opportunities monthly that focus on student engagement, data progress monitoring. District specialists are available to work individually with teachers and provided additional trainings for online resources, strategies.

We recruit and retain teachers by working with HR and other staffing agencies to post/hire positions. Once hired, we on-board staff with high quality conversations about needs and training opportunities. We constantly seek feedback about the needs of our staff members.

Strategies to Assist Preschool Children

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

We do not service Preschool children.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

We will work with department chairs and district coaching/supervisors to ensure resources are aligned to state standards and student needs.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Departments will meet twice per month to review curriculum documents and instructional materials.

They will plan collaborative lessons using the district adopted instructional materials.

Utilizing the district adopted resources and approved supplemental resources will ensure standards based instruction and grade level rigor.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

Yes

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00