

Volusia County Schools

Ormond Beach Middle School



2018-19 Schoolwide Improvement Plan

Ormond Beach Middle School

151 DOMICILIO AVE, Ormond Beach, FL 32174

<http://myvolusiaschools.org/school/ormondbeachmiddle/pages/default.aspx>

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | No | 59% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 26% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | B | B | B | A* |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for Ormond Beach Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The students of Ormond Beach Middle School will achieve with pride within a clean, orderly environment under the guidance of a knowledgeable and caring school community.

b. Provide the school's vision statement.

"The Legacy of Excellence Continues..."

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Ormond Beach Middle School utilizes a team approach for learning about our students' cultures while building strong relationships among staff, teachers, and students. Everyone plays an important role in welcoming new students to the Panther family. The process for building a strong relationship between the students and their teachers is initiated prior to the first day of school in August when incoming sixth graders and current or new seventh/eighth grade students visit their classrooms. During this time, students are greeted by their teachers and offered supply lists of their needed materials. Also, the teachers and students have the opportunity to meet prior to the first day of school.

In addition, our incoming sixth graders participate in the Stepping Up to Middle School program which is led by the school counselors and selected eighth grade students. At Open House the students and parents have the opportunity to participate in an evening where they can visit each classroom and meet their children's teachers. During our PRIDE (Panthers Respect Integrity Discipline Excellence) program on Wednesday mornings, students and their teachers participate in ongoing activities to address relevant and current issues facing the students both on and off our campus.

This year Ormond Beach Middle School is a One Book One School. The entire campus is reading the book *The Outsiders* to build a strong community environment as well as develop our students into kind citizens.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students feeling safe and respected before, during, and after school is created through a multidimensional system that involves all stakeholders on our campus, as well as our community. Our school's physical layout is arranged by the three grade levels. The sixth graders are in one building for the majority of the day; our seventh and eighth graders share another building.

An open, anonymous reporting system is in place for bully proofing Ormond Beach Middle School. The administration and teachers encourage reporting and respond to situations in a timely fashion. In addition, our school's morning television show, OMTV News, exposes the students to the consistent messages of proper behavior and learning expectations through our principal, administrators, and school counselors who appear on a regular basis to talk to the entire school body. During the first weeks of school, administrators conducted assemblies to address both behavior and learning expectations. Supervision is provided across the campus to ensure students' safety; teachers and administrators are in the hallways during class change times to provide the students with a safe adult

presence.

In the mornings, the media center is available for students to study and read quietly. Free tutoring is available in the media center, as well as computer access for the students to complete class assignments and projects. Students are offered an academically focused work space prior to school each and every day. National Junior Honor Society student members volunteer in our media center before school to assist students with their technology and academic needs.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All persons in authority are trained in an agreed upon school wide discipline plan, and they continuously work together to refine the discipline plan (Behavior Leadership Team). The school rules are consistently enforced across the campus. By utilizing a school wide plan with consistency, our students are aware of behavior expectations and the consequences associated with not following the school rules.

All teachers are expected to maintain a safe and orderly environment to maximize learning and minimize disruptions. Each teacher has a written management/behavior plan which is communicated to students, parents and administrators. Academic expectations are also posted in the classrooms. Students who overtly prevent the learning of others may be referred to an administrator with a discipline referral. Parent contact plays an important role in reinforcing positive behavior choices.

BYOT classrooms are clearly identified on our campus; teachers who are conducting BYOT lessons have been trained. Within the classrooms, rules and both behavior and learning expectations are posted for students.

To facilitate student engagement, the learning expectations for students are communicated clearly at the beginning of class, and the rules and procedures are reviewed often with the students. To help maintain a positive learning environment, teachers/staff reinforce positive student behavior and give specific praise. Behavior expectations are shared on a regular basis through the morning news show as well.

Across the campus and in all disciplines, a growth mindset is established and perpetuated throughout the school year.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school counselors ensure the social-emotional needs of our students through individual, small group, and whole class instruction. A mentoring program is in place to match an adult on campus with a struggling student who would benefit greatly from a strong role model on a weekly basis. Our PRIDE curriculum is shared across all grade levels through the interaction between teachers and students on relevant subjects and current events. Ormond Beach Middle is a One Book One School campus to encompass all elements of this year's PRIDE curriculum. The book *The Outsiders* by S. E. Hinton was selected by our school counselors.

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program
- Drug Prevention Program

- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes
- Eating Disorders Program by Community Outreach for Prevention of Eating Disorders (COPE) through Personal Fitness classes

In addition, lunch groups with the school counselors are offered on a regular basis to ensure that students have the opportunity to share and discuss relevant topics. In this setting, the students are able to have their emotional needs addressed through an informal lunch group. Students are also nominated by teachers and staff for Pizza with the Principal each week.

The school counselors discuss at faculty meetings ways that teachers can ensure an emotionally safe environment for our students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school regularly (i.e., quarterly) accesses the early warning system, which is a specialized report available to middle schools. The indicators are as follows:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 70 | 87 | 0 | 0 | 0 | 0 | 199 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 57 | 93 | 0 | 0 | 0 | 0 | 202 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through the School Leadership Team meetings and during Professional Learning Communities in which group data is considered and evidenced-based interventions are developed to address the areas of concern.

Academic performance of students identified in our early warning system receive timely interventions. Students whose performance on the FSA Reading 2018 were in the lowest quartile have been placed in single and double block reading courses. In addition, students who performed in the lowest quartile on the FSA Math 2018 have been placed in an intensive math course for 2018-2019.

PST (Problem Solving Team) and Rtl (Response to Intervention) are also incorporated as intervention strategies. Tutoring across the disciplines is offered in the morning in the media center and in other locations across the campus for easy access by our student population. In the classroom, the strategies of differentiating instruction and employing the Gradual Release of Responsibility Model are utilized to increase the students' academic performance on the Florida Standards and Florida State Assessments.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Ormond Beach Middle School's business partners and PTSA generously support both the school and our students' achievement. The school is continually reaching out to the community at large to build more relationships with area businesses and educational establishments.

The majority of the SAC members are not employed by the school district. The SAC is comprised of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens served by the school.

Our school website and School Messenger messaging system are utilized to provide communication to both our families and community. Open House is an evening event which provides the opportunity to increase parent involvement in our SAC and PTSA. The Panther Planner tool is used to communicate with parents regarding their children's assignments and projects. All students are given a Panther

Planner to use daily. Parents are always encouraged to email their children's teachers as a means to communicate issues so as to receive a response in a timely fashion from the school. The use of Remind and Twitter to share news is utilized; the official newsfeed for Ormond Beach Middle is VCS OBMS Media @OBMSMedia. Our school's Facebook page @OrmondBeachMiddleSchool shares daily relevant information to our Panther community.

Daytona State College partners with our middle school for various academic needs as well. This year our school will continue to collaborate with our Personalized Learning Leader and Digital Learning Teacher Leaders to create Tech Tuesday professional development opportunities for the faculty, staff, and students.

Our 5-O Club involves a collaboration with community leaders and the Ormond Beach Police Department. Students are selected by their teachers and school counselors as having the potential to become strong positive leaders both in and out of the classroom. The students are treated to lunch and a motivational guest speaker.

Teachers utilize FUTURES to support the funding for a variety of academic endeavors aligned to the Florida Standards. This year a grant was written for the funding of the Sunshine State Young Readers novels. This will help our school reach its reading goal of 7,000 books this year. Students are encouraged to read three of the titles before April 1st so that they can participate in our official voting day with the Volusia County Elections Office. The county's election office provides our school with official ballots and official voting booths to name our school's favorite Sunshine State Young Readers novels. In addition, this supports our Battle of the Books Club. This club meets weekly and participates in the district wide competition.

The school's National Junior Honor Society members each donate a minimum of 20 hours to our community. Last year the NJHS members donated over 5,000 hours to the community. The volunteering by our students establishes another connection to individuals and companies who endeavor to support academic achievement. Local organizations such as the Ormond Beach Police Department and Volusia County Sheriff's Office are invited to speak to our NJHS students to develop and instill community support.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-----------------|---------------------|
| Tuten, Susan | Principal |
| Murray, Sandra | Instructional Media |
| Hanrahan, Kelly | Instructional Coach |
| Linn, Debbie | Teacher, K-12 |
| Mitchell, Karen | Assistant Principal |
| Norvell, Karen | Teacher, K-12 |
| Kent, Troy | Assistant Principal |
| Pirkey, Kristen | Teacher, K-12 |
| Jackson, Susan | Assistant Principal |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal Susan Tuten provides a common vision for the use of data-based decision making by encouraging the use of Eduphoria to differentiate curriculum in the classroom. She ensures that educators are implementing the Florida Standards accessible through the K - 12 curriculum link of the webpage and VCS Problem Solving RtL model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core instruction, she ensures that the school's Problem Solving Team (PST) is accessed as needed. She ensures adequate professional development is scheduled for the faculty and staff. School psychologists continue to provide/facilitate training on skill building and understanding of the components of MTSS/RTL. As principal, she supports the school's team in the completion of resource mapping (academics and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RTL. Mrs. Tuten communicates with parents through school newsletters, Blackboard School Messenger, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtL website (under Psychological Services) in order to address the purpose of PS/RtL in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtL at PST meetings.

General Education Teachers provide information about core instruction, participate in student data collection, deliver double block instruction/intervention, collaborate with other staff to implement single block interventions, and integrate double block materials/instruction with single block and core subject area activities. Through common planning time, teachers can work in effective professional learning communities. The school's academic coach collaborates with the Professional Learning Communities, the School Leadership Team, and Principal Tuten on a regular basis.

Exceptional Student Education (ESE) Teachers participate in student data collection, integrate core instructional activities/material into core instruction, and collaborate with general education teachers through such activities as co-teaching. They encompass Problem Solving/RtL practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

PLC Chairs and Academic Coach (ELA and Research -Saundra Murray and Heather Ryan, Math - Kristen Pirkey, Academic Coach - Kelly Hanrahan, Science - Debbie Linn, Social Studies - Karen Norvell, Physical Education/Electives - Ryan Williams, Guidance - Tara Fatta) develop, lead, and evaluate school core content standards / programs; they identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; they identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; they assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; they assist in the design and implementation for progress monitoring, data collection, and data analysis; they participate in the design and delivery of professional development; they provide support for assessment and implementation monitoring.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas, as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Personnel: The school has a leadership team consisting of the principal, assistant principals, academic coach, and professional learning community chairs. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. The leadership team works with teachers to ensure student learning.

Instructional resources include, but are not limited to, staff development provided by our district and our school's leadership team. Professional Learning Communities (PLCs) meet on a regular basis to review data, collaborate on curriculum planning, and share instructional strategies.

Curricular: Teachers will receive support from professional development opportunities and the school leadership team to maximize the students' achievement.

Title X- Homeless

The school works closely with our Title X Coordinator to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Ormond Middle offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program/ PRIDE

Nutrition Programs

Ormond Beach Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition, Wellness, and Culinary classes

Job Training

Ormond Middle offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Ormond Middle offers students career awareness opportunities through Career and Technical Education in the Business, Culinary, Technology, and Health Career Clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFEA.

The School Advisory Council (SAC) meets monthly; the distribution of SAC funds is discussed and voted upon during the monthly meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Susan Tuten | Principal |
| Amy DeCicco | Business/Community |
| Jennifer Marianaccio | Parent |
| Sandra Murray | Teacher |
| Terri Bianchi | Parent |
| Cathy Chiumento | Parent |
| PJ Maccio | Teacher |
| Alicia Engel | Parent |
| Belinda Legut | Business/Community |
| Joanna Kaney Olivari | Parent |
| Gina Sevigny | Parent |
| Stacy Striegel | Parent |
| Misty Mercier | Teacher |
| Chrissie Kimble | Parent |
| Carolyn Brunson | Parent |
| Kim Nilsen | Parent |
| Jessica Jackson | Parent |
| Trish Dellinger | Parent |
| John Ariani | Teacher |
| Heather Bates | Education Support Employee |
| Elizabeth Bigwood | Teacher |
| Debra Scotece-Brown | Parent |
| Erin Fulton | Parent |
| Ashley Franks | Teacher |
| Sierra Holcombe | Teacher |
| Susan Jackson | Education Support Employee |
| Katie Myers | Parent |
| Patricia Maccio | Teacher |
| Marianne Burley | Parent |
| Patricia Uneda | Parent |
| Renee Deising | Parent |
| Tracey Ginocchetti | Parent |
| Jennifer Hoobler | Parent |
| | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The evaluation of last year's plan was completed June 2018.

b. Development of this school improvement plan

SAC will review the SIP during the meeting on Tuesday, October 2, 2018, and will vote on any needed changes and final approval. The School Leadership Teams for Continuous Improvement Professional Development provided an opportunity for our school's leadership team to collaborate on the current plan in June with our district sponsor. The Step Zero Process was used in the development of the plan with our stakeholders.

c. Preparation of the school's annual budget and plan

As the money is released from the state, the school's annual budget and plan are an ongoing process. Proposals are submitted to SAC, the items are placed on the agenda, a discussion occurs at the meeting among the members, and the requests are voted upon and shared in the minutes.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The current budget is \$6474.93. Last year's budget funded Listenwise.com and materials for PRIDE in the form of copies of The Outsiders. The ELA department received funds for half day substitutes to create data sheets on each student at O.B.M.S.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------|---------------------|
| Tuten, Susan | Principal |
| Hanrahan, Kelly | Instructional Coach |
| Murray, Sandra | Instructional Media |

b. Duties**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Team's role in increasing student achievement is twofold. The first role is to aid in identifying strengths and needs of the media program. In addition for the second role, the committee is responsible for establishing goals for program involvement. The media center trained all of the students in utilizing the district's VPortal, and our SAC committee received training as well. The significance of the training for the committee was to illustrate the district's use of an online vehicle to Office 365, Scholastic, Pinnacle, and additional tiles to enhance and boost student productivity. Training will occur for the 2018-2019 year as well for all stakeholders.

The media center is the hub of the school under the leadership and guidance of the principal and media specialist. It was named a Florida Power-Library in August by the Department of Education.

Daily announcements are shared via OMTV News which is performed by current eighth grade students. The media center specialist coordinates literacy activities and technology driven learning experiences for the students across the curriculum. Students who perform at the highest level in their reading classes are celebrated at a Readers as Leaders celebration quarterly.

All students on our campus have access to the online version of Britannica Encyclopdedia to use outside the classroom, too. This promotes effective and reliable research activities for the students to engage in regularly. Each and every morning students have access to the media center to study, read, and complete school work. All services of the media center are made available to the students prior to the start of school. Students can receive free math tutoring as needed in the media center. Finally, the media center celebrates the State of Florida Sunshine Titles with a separate section to promote the reading of the latest novels that are relevant to today's readers. Our students in eighth grade have access to their own section of the media center that is tailored to rigorous, yet engaging text for teenagers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLCs) are facilitated across the disciplines by members of the leadership team. Through biweekly meetings, members of the PLCs discuss, share, and collaborate on best practices. Instruction is discussed with positive interactions among the members, the planning for the success of the students continues to be an ongoing process. The PLCs utilize current assessment data to monitor the status of lower quartile students; consequently, part of the PLC process is to celebrate what is working in the classrooms, as well as request support from the administration. The administration promotes a positive work environment by addressing the need of the faculty and staff through their participation in the PLCs as well. "What are your grows?" and "What are your glows?" are the questions that Principal Susan Tuten uses for all professional development activities.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Ormond Beach Middle participates in the annual Volusia Schools Job Fair and Instructional Transfer Fair in an effort to recruit highly qualified teachers. New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Teachers new to teaching and/or Ormond Beach Middle School are assigned a mentor teacher. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel. An academic coach is also accessible for teachers for additional mentoring opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The Florida Standards are woven throughout the core instructional programs as illustrated in the high performing PLC groups. The leadership team members regularly attend district curriculum meetings to ensure that Ormond Beach Middle is aligning its materials and programs to the Florida Standards. In addition to aligning our curriculum to the Florida Standards, teachers use Florida Item Specifications for the courses that have End of Course Exam (EOC). Individual members of the PLCs share and participate in discourse concerning the curriculum being presented to the students, as well as the data illustrating the effectiveness of the lessons. Student performance and the monitoring of the lower quartile occurs on a regular basis. All PLCs are held to a high standard by Principal Susan Tuten; detailed minutes are provided in a timely fashion to the administration.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Data is used to place students who have been identified in the lower quartile in reading for both single block reading and double block reading courses. In addition, PLCs use data from Eduphoria and Gradebook to differentiate the curriculum to meet the diverse needs of the students. ELA, science, and social studies teachers are aware of the students' 2018 FSA Reading performance to utilize best teaching practices such as the Gradual Release of Responsibility Model and standards based aligned curriculum to differentiate the instruction to improve academic performance. Also, students are progress monitored through their performance on district assessments including the DIAs and Volusia Literacy Tasks to ensure that the Florida Standards are being taught and the curriculum guides are being utilized effectively. Teachers also employ the Gradual Release of Responsibility Model in their daily lessons.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 28,900

Before school media access/tutoring: Students are afforded 30 minutes to attend a before school tutoring program in the school's media center for all subjects. (computer based)

Math tutoring: All math students are allowed to participate in a before school tutoring program that is available for 30 minutes each school day.

Odyssey Lab access/tutoring – all subjects, daily after school

Strategy Rationale

Students are provided with opportunities for free tutoring and access to computers and a variety of texts to ensure successful academic performance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Gradebook (VIMS) monitoring (grade distribution, assessments), Data Analysis Protocol, state mandated test results, Walk-Throughs, Data Warehouse, Crosspointe, district data chats; Leadership Team meetings, Teacher Input Conferences, PLCs, Volusia Literacy Tasks (VLT), Behavior Leadership Team (BLT), VSET Pre-Post Conferences, and Eduphoria.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Transition years from elementary to middle school and middle to high school are embraced by Ormond Beach Middle School so as to ensure the students' success from one academic environment to another. Incoming sixth graders meet their middle school counselors in the spring prior to their arrival in the fall through school visits, an incoming parent evening at our school, and the Stepping Up to Middle School program.

Articulations also occur with parents regarding individual student's education plans. Before the sixth graders arrive for the first day of school, they are afforded multiple opportunities to meet school staff and visit the campus. Eighth grade students began a four year plan called Choices while they were in 7th grade. During this time, the seventh graders begin investigating career options and the coursework necessary in high school to prepare them. Representatives from area high schools visit to share the various academies that students can participate in, as well as attend an evening where the area high schools and many colleges from across the state showcase their college and career ready programs.

Incoming sixth graders also attend Welcome Everybody (WEB) two weeks prior to the first day of school. The event is coordinated through the school counselors and selected 8th graders who act as WEB leaders.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Ormond Beach Middle School offers students elective courses in art, business, culinary, technology, health science, computer science, and career study. Many of these courses focus on job skills and offer the students internships. Every year, after state testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parents' signatures.

In addition, the 8th grade school counselor engages the 8th grade students in a program called "Career Cruiser" within their American History classes. The students take a personality test via an Internet site that matches their data to possible careers.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Ormond Beach Middle School offers students elective courses in critical thinking, art, business, health science, computer science, culinary, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask "Why are we learning this?" to ensure that instruction is always relevant.

Microsoft Office Specialist in Word, Excel, and PowerPoint are available for students in grades 6 - 8 for industry certifications.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Integrating career and technical education is a part of all three grade levels as shown in STEM Day which is an annual event with participation by all of the science, technology, and math teachers on campus. Also, through the support of Embry Riddle Aeronautical University, our female students have the opportunity to be a part of Women in Aviation Day at the college's campus. Finally, students have the opportunity to participate in SGA. This gives them leadership opportunities and increases their involvement on our campus. The students are elected in a democratic format, which helps to prepare them for being contributors to our society after they graduate high school.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Student readiness for public post secondary level is improved through the implementation of the Florida Standards. A rigorous curriculum is presented based on the district level guidelines for each subject area. The Annual High School Showcase presented by Volusia County Schools exposes the students in middle school to the various academies available to them, as well as representatives from the local and state colleges.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the leaders at Ormond Beach Middle School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the leaders at Ormond Beach Middle School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. 1a

G100523

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA Mathematics Achievement | 63.0 |
| FSA ELA Achievement | 62.0 |
| FCAT 2.0 Science Proficiency | 65.0 |
| Geometry EOC Level 1 | 95.0 |
| Algebra I EOC Pass Rate | 95.0 |
| Civics EOC Pass | 72.0 |
| ELA/Reading Gains | 61.0 |
| ELA/Reading Lowest 25% Gains | 41.0 |
| Math Gains | 62.0 |
| Math Lowest 25% Gains | 55.0 |
| CTE Industry Certification Exam Passing Rate | 75.0 |

Targeted Barriers to Achieving the Goal 3

- Novice and veteran teachers alike need to further their knowledge of how to integrate the depth of Florida Standards instruction and improve the implementation equitably into their curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will utilize district curriculum maps to prepare students for the rigor of the Florida Standards Assessments and work with curriculum and district specialists.
- Teachers will utilize the Florida State Standards.
- Teachers will refer to reliable student data shared on Eduphoria and VIMS.
- Established professional learning communities will share best practices and disseminate information.
- The Instructional Coach, Digital Learning Teacher Leader, ELA/Math Instructional Resource Teachers, and Personalized Learning Leaders will act as resources.
- SAC funds will be utilized during the 2018-2019 academic year.
- School and District Regional ERPLs

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Susan Tuten

Schedule

On 11/7/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Susan Tuten

Schedule

On 2/6/2019

Evidence of Completion

Midyear Review in CIMS, SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G1. 8

SIP End of Year Review

Person Responsible

Susan Tuten

Schedule

On 5/29/2019

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If the leaders at Ormond Beach Middle School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement. **1**

 G100523

G1.B1 Novice and veteran teachers alike need to further their knowledge of how to integrate the depth of Florida Standards instruction and improve the implementation equitably into their curriculum. **2**

 B271077

G1.B1.S1 Implement the use of a PLC rubric with feedback to the Professional Learning Communities and School Leadership Team for the benefit of having highly effective educational practice across all disciplines. Refine systemic practices to support the implementation of standards-aligned instruction. IPG training will continue. **4**

 S286975

Strategy Rationale

This will strengthen teacher collaboration and instructional practice, students' learning needs will be met, feedback using a rubric will ensure the ability of its members to work in a highly effective PLC, and collective efficacy will be fostered among the faculty and staff.

Action Step 1 **5**

Professional development and follow up will be provided with a focus on standards-aligned instruction.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Lesson plans and sign-in sheets

Action Step 2 **5**

The VCS PLC Rubric will be used to monitor the effectiveness of the PLCs.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/7/2018 to 5/23/2019

Evidence of Completion

PLC Minutes with Rubric Attachment

Action Step 3 5

Utilize the academic coach for follow-up support, interpreting data, modeling instructional best practices, and planning instruction.

Person Responsible

Kelly Hanrahan

Schedule

Biweekly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Lesson plans, Eduphoria data of bubble students, and Data Walks

Action Step 4 5

Data Walks will occur to monitor instruction and provide feedback to teachers.

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/24/2018 to 4/30/2019

Evidence of Completion

Graphed data chart

Action Step 5 5

The School Leadership Team, SLT, will collaborate monthly and discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze the collected data.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

SLT minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal Tuten will touch base with the professional learning facilitators to determine the status of the professional learning plans. She will determine the status towards completing action steps 1-6.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/7/2018 to 5/30/2019

Evidence of Completion

ERPL sign-in sheets, SLT minutes, and PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teams will conduct Data Walks including evidence of the ELA IPG Core Actions 1-3.

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/24/2018 to 5/30/2019

Evidence of Completion

Data Walk collection tools and data charts

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Academic Coach will provide follow-up support to ensure the implementation of standards aligned instruction.

Person Responsible

Kelly Hanrahan

Schedule

Weekly, from 8/20/2018 to 5/30/2019

Evidence of Completion

Coach's interaction data and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The School Leadership Team will discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at the monthly SLT meetings.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/7/2018 to 5/30/2019

Evidence of Completion

Monthly Data Walks, Observational Notes, Curriculum Maps, Data, and SLT Minutes

G1.B1.S2 Professional learning opportunities on technology integration will be introduced and provided.

4

 S286976

Strategy Rationale

This will increase student engagement and provide the necessary skills students need to be 21st century digital learners.

Action Step 1 5

The Digital Learning Teacher Leader and district Personalized Learning Leader will provide professional development opportunities based on a data survey distributed in August and collaboration from the School Leadership Team.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Agendas, SLT minutes, PLC minutes, Observations, and Feedback from Data Walks

Action Step 2 5

ERPL technology training and other technology training will occur throughout the year. This will include but is not limited to Nearpod, Edulastic, Eduphoria, and Canvas.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Lesson plans and data walks

Action Step 3 5

A Technology Professional Learning Incentive Program will be instituted across the campus.

Person Responsible

Susan Tuten

Schedule

Biweekly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Official signs for outside the teachers' doors, sign-in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal Susan Tuten will meet with the School Leadership Team and our Personalized Learning Leader to determine the technology needs on our campus.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/20/2018 to 12/21/2018

Evidence of Completion

Outlook Calendar Meeting Invite and Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Personalized Learning Leader will provide effective follow-up on the technology tools used in the trainings.

Person Responsible

Susan Tuten

Schedule

Biweekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Outlook Calendar Meeting Invite

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The School Leadership Team will conduct Data Walks which will include all teachers on a rotating basis.

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/24/2018 to 4/30/2019

Evidence of Completion

Data Walk Collection Tools and Observational Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The School Leadership Team will discuss the effectiveness of implementing the Technology Professional Learning Plan and analyze its impact on collected data at monthly SLT meetings.

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/24/2018 to 5/31/2019

Evidence of Completion

Data Walks, Observation Notes, Lesson Plans, Agendas

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If the leaders at Ormond Beach Middle School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievement.

G1.B1 Novice and veteran teachers alike need to further their knowledge of how to integrate the depth of Florida Standards instruction and improve the implementation equitably into their curriculum.

G1.B1.S1 Implement the use of a PLC rubric with feedback to the Professional Learning Communities and School Leadership Team for the benefit of having highly effective educational practice across all disciplines. Refine systemic practices to support the implementation of standards-aligned instruction. IPG training will continue.

PD Opportunity 1

Professional development and follow up will be provided with a focus on standards-aligned instruction.

Facilitator

Kelly Hanrahan

Participants

Faculty

Schedule

Monthly, from 8/7/2018 to 5/31/2019

G1.B1.S2 Professional learning opportunities on technology integration will be introduced and provided.

PD Opportunity 1

The Digital Learning Teacher Leader and district Personalized Learning Leader will provide professional development opportunities based on a data survey distributed in August and collaboration from the School Leadership Team.

Facilitator

Katie Micallef, Melissa Ciulla, and Saundra Murray

Participants

All Faculty Members

Schedule

Monthly, from 8/20/2018 to 5/31/2019

PD Opportunity 2

ERPL technology training and other technology training will occur throughout the year. This will include but is not limited to Nearpod, Edulastic, Eduphoria, and Canvas.

Facilitator

Katie Micallef, Melissa Ciulla, and Sandra Murray

Participants

All Faculty Members

Schedule

Monthly, from 8/20/2018 to 5/31/2019

PD Opportunity 3

A Technology Professional Learning Incentive Program will be instituted across the campus.

Facilitator

Katie Micallef, Melissa Ciulla, and Sandra Murray

Participants

All Faculty Members

Schedule

Biweekly, from 10/1/2018 to 5/31/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | | | | |
|--------|-------------|---|-----------------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | Professional development and follow up will be provided with a focus on standards-aligned instruction. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | The VCS PLC Rubric will be used to monitor the effectiveness of the PLCs. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Utilize the academic coach for follow-up support, interpreting data, modeling instructional best practices, and planning instruction. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | Data Walks will occur to monitor instruction and provide feedback to teachers. | | | | \$4,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 4235 - Ormond Beach Middle School | School Improvement Funds | | \$4,600.00 |
| 5 | G1.B1.S1.A5 | The School Leadership Team, SLT, will collaborate monthly and discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze the collected data. | | | | \$0.00 |
| 6 | G1.B1.S2.A1 | The Digital Learning Teacher Leader and district Personalized Learning Leader will provide professional development opportunities based on a data survey distributed in August and collaboration from the School Leadership Team. | | | | \$0.00 |
| 7 | G1.B1.S2.A2 | ERPL technology training and other technology training will occur throughout the year. This will include but is not limited to Nearpod, Edulastic, Eduphoria, and Canvas. | | | | \$1,875.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 4235 - Ormond Beach Middle School | | | \$1,875.00 |
| 8 | G1.B1.S2.A3 | A Technology Professional Learning Incentive Program will be instituted across the campus. | | | | \$0.00 |
| Total: | | | | | | \$6,475.00 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------|-------------------------------|---|--------------------|
| 2019 | | | | | |
| G1.MA1 M424783 | SIP Progress Monitoring Meeting | Tuten, Susan | 11/7/2018 | SIP Progress Monitoring Meeting Minutes and Sign-In Sheet | 11/7/2018 one-time |
| G1.B1.S2.MA1 M424780 | Principal Susan Tuten will meet with the School Leadership Team and our Personalized Learning... | Tuten, Susan | 8/20/2018 | Outlook Calendar Meeting Invite and Agenda | 12/21/2018 monthly |
| G1.MA2 M424784 | SIP Midyear Review | Tuten, Susan | 2/6/2019 | Midyear Review in CIMS, SIP Progress Monitoring Meeting Minutes and Sign-in Sheet | 2/6/2019 one-time |
| G1.B1.S1.A4 A388744 | Data Walks will occur to monitor instruction and provide feedback to teachers. | Tuten, Susan | 9/24/2018 | Graphed data chart | 4/30/2019 monthly |
| G1.B1.S2.MA3 M424782 | The School Leadership Team will conduct Data Walks which will include all teachers on a rotating... | Tuten, Susan | 9/24/2018 | Data Walk Collection Tools and Observational Notes | 4/30/2019 monthly |
| G1.B1.S1.A2 A388742 | The VCS PLC Rubric will be used to monitor the effectiveness of the PLCs. | Tuten, Susan | 8/7/2018 | PLC Minutes with Rubric Attachment | 5/23/2019 monthly |
| G1.MA3 M424785 | SIP End of Year Review | Tuten, Susan | 5/29/2019 | SIP Progress Monitoring Meeting Minutes and Sign-in Sheet | 5/29/2019 one-time |
| G1.B1.S1.MA1 M424775 | The School Leadership Team will discuss the effectiveness of creating and implementing the... | Tuten, Susan | 8/7/2018 | Monthly Data Walks, Observational Notes, Curriculum Maps, Data, and SLT Minutes | 5/30/2019 monthly |
| G1.B1.S1.MA1 M424776 | Principal Tuten will touch base with the professional learning facilitators to determine the status... | Tuten, Susan | 8/7/2018 | ERPL sign-in sheets, SLT minutes, and PLC minutes | 5/30/2019 monthly |
| G1.B1.S1.MA3 M424777 | Teams will conduct Data Walks including evidence of the ELA IPG Core Actions 1-3. | Tuten, Susan | 9/24/2018 | Data Walk collection tools and data charts | 5/30/2019 monthly |
| G1.B1.S1.MA4 M424778 | The Academic Coach will provide follow-up support to ensure the implementation of standards aligned... | Hanrahan, Kelly | 8/20/2018 | Coach's interaction data and notes | 5/30/2019 weekly |
| G1.B1.S1.A1 A388741 | Professional development and follow up will be provided with a focus on standards-aligned... | Tuten, Susan | 8/7/2018 | Lesson plans and sign-in sheets | 5/31/2019 monthly |
| G1.B1.S1.A3 A388743 | Utilize the academic coach for follow-up support, interpreting data, modeling instructional best... | Hanrahan, Kelly | 8/7/2018 | Lesson plans, Eduphoria data of bubble students, and Data Walks | 5/31/2019 biweekly |
| G1.B1.S1.A5 A388745 | The School Leadership Team, SLT, will collaborate monthly and discuss the effectiveness of... | Tuten, Susan | 8/7/2018 | SLT minutes | 5/31/2019 monthly |
| G1.B1.S2.MA1 M424779 | The School Leadership Team will discuss the effectiveness of implementing the Technology... | Tuten, Susan | 9/24/2018 | Data Walks, Observation Notes, Lesson Plans, Agendas | 5/31/2019 monthly |
| G1.B1.S2.MA2 M424781 | The Personalized Learning Leader will provide effective follow-up on the technology tools used in... | Tuten, Susan | 8/20/2018 | Outlook Calendar Meeting Invite | 5/31/2019 biweekly |
| G1.B1.S2.A1 A388746 | The Digital Learning Teacher Leader and district Personalized Learning Leader will provide... | Tuten, Susan | 8/20/2018 | Agendas, SLT minutes, PLC minutes, Observations, and Feedback from Data Walks | 5/31/2019 monthly |
| G1.B1.S2.A2 A388747 | ERPL technology training and other technology training will occur throughout the year. This will... | Tuten, Susan | 8/20/2018 | Lesson plans and data walks | 5/31/2019 monthly |
| G1.B1.S2.A3 A388748 | A Technology Professional Learning Incentive Program will be instituted across the campus. | Tuten, Susan | 10/1/2018 | Official signs for outside the teachers' doors, sign-in sheets, lesson plans | 5/31/2019 biweekly |