



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Ormond Beach Middle School

151 DOMICILIO AVE

Ormond Beach, FL 32174

386-676-1250

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

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## School Demographics

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**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
*[Data Not Available]*

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
*[Data Not Available]*

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## School Grades History

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## SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Ormond Beach Middle School

##### Principal

Matt Krajewski

##### School Advisory Council chair

Heather Iannarelli & Ryan Mahaney

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Matt Krajewski	Principal
Melissa Cassale	Assistant Principal
Tracia Culver	Assistant Principal
Wes Porter	Assistant Principal
Heather Iannarelli	Reading Coach/Department Chair/SAC Co-Chair
Ryan Mahaney	Physical Education Department Chair/SAC Co-Chair
Carolyn Blass	Guidance Department Chair
Melissa Ciulla	Math Department Chair
Debbie Linn	Science Department Chair
Sandra Murray	Language Arts Department Chair
Karen Norvell	Social Studies Department Chair
Valdrena Yisrael	Elective Department Chair

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school districts. The SAC is comprised of the principal and an appropriately balanced number of teachers, education support employees, students (for middle school and high school only), parents, and other business and community citizens who are

representative of the ethnic, racial, and economic community served by the school.

Sami Bay - Parent

Laurie Bell - Parent

Heidi Gabriel - Parent

Robert Hargrave - Parent

Heather Iannarelli - Co-Chair/ Teacher

Mindy James - Staff

Raven Kastis - Parent

Carol Learned - Parent

Patricia Maccio - Teacher

Jennifer Marinaccio - Parent

Susan Morrison - Parent

Stacey Mott - Parent

Doriann Nirschl - Parent

Chris Remigio - Parent

Emma Roberts - Parent

Janet Savary - Parent

Rachel Serre - Staff

Melissa Casale - Administrator

Amy DeCiccio - Parent

Wendy Feigenbaum - Parent

Noemi Garcia - Parent

Matt Krajewski - Principal

Ryan Mahaney - Co-Chair/ Teacher

Sheri McQuarrie - Parent

Nancy Otte - Parent

Stacy Striegel - Parent

Libby Vescovi - Parent

### **Involvement of the SAC in the development of the SIP**

SAC will review the SIP during the meeting on Tuesday, October 9, 2013 and will vote on any needed changes and final approval.

### **Activities of the SAC for the upcoming school year**

SAC will meet once a month on the second Tuesday of the month unless otherwise noted due to school calendar.

SAC will review, approve, and disburse funds for resources, professional development, and school requests.

SAC will be open for public input for two meetings of school year 2013-2014.

SAC will address district issues and parental concerns.

SAC will determine and prioritize the needs of the school.

### **Projected use of school improvement funds, including the amount allocated to each project**

Current budget is \$80.12 cents and that money has not yet been requested for any projects.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Administrators

### # of administrators

4

### # receiving effective rating or higher

(not entered because basis is < 10)

### Administrator Information:

#### Matt Krajewski

Principal

Years as Administrator: 21

Years at Current School: 3

#### Credentials

BS in Physical Education  
MS Educational Leadership  
Physical Education K-12 Certificate Science 6-12 Certificate  
School Principal Certificate

#### Performance Record

2013-Ormond Beach Middle School - A School (65%R, 62%M; 68%R,72%M; 66%R, 65%M)  
2012 - Ormond Beach Middle School - B School,(65%R/62%M; 67%R/ 66%M, 59%R/55%M)\*  
2011- Deland Middle School - B School AYP 72%(72%R/50% M;60%R/60%M;59%R/65%M)\*  
2010- Deland Middle School - B School AYP72% (69%R/62%M; 55%R/63%M; 60%R/62%)\*  
2009- Deland Middle School - A School AYP72% (73%R/62%M; 65%R/59%M; 69%R/57%M)\*  
2008- Deland Middle School - A School, AYP77% (71%R/63%M; 63%R/66%M; 62%R/64%M)\*  
2007- Deland Middle School - B School, AYP79% (68%R/64%M; 56%R/63%M; 54%R/66%M)\*  
2006- Deland Middle School - A School, AYP80% (67%R/64%M, 60%R/65%M, No Data)\*  
Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)  
Through the school years 2004-2005 to 2000-2001 the principal received an evaluation of meets expectations.



Wes Porter		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Bachelor of Specific Learning Disabilities Masters in Educational Leadership Educational Leadership Certification Math 5-9 Certification Severely Learning Disabled Certification	
Performance Record	2013 - Ormond Beach Middle School - A School (65%R, 62%M; 68%R,72%M; 66%R, 65%M) 2012 - Ormond Beach Middle School - B School,(65%R/62%M; 67%R/ 66%M, 59%R/55%M)* New Administrator - No Data *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)	
Tracia Culver		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	B.S. – Nursing/Elementary Education M.S. – Varying Exceptionalities Specialist – Ed. Leadership	
Performance Record	2012-2013 - Pine Trail Elementary - B - (67%R,45%M; 69%R,66%M; 70%R,72%M) 2011-2012 - Pine Trail Elementary - A School, (79% R, 70% M, 74% R, 74% M, 65% R, 55% M) 2010-2011 - A School, AYP 95%, (88% R, 85% M, 66% R, 59% M, 58% R, 57% M) 2009-2010-A School,AYP 100%(91%R,94%M,72%R,63%M,64%R,75%M) 2008-2009 A-School AYP-100% (91%R,92%M,78%R,69%M,80%R,65%M) 2007-2008 A-School AYP- 100%(86%R,81%M,62%R,55%M,53%R,70%M)	

**Melissa Casale**

Asst Principal

Years as Administrator: 20

Years at Current School: 3

**Credentials**

BA Psychology  
 MS Education Educational Leadership Certificate  
 ESOL Endorsement  
 English 5-9 Certificate  
 Gifted Endorsement

**Performance Record**

2013- Ormond Beach Middle - A School (65%R, 62%M;  
 68%R,72%M; 66%R, 65%M)  
 2012 - Ormond Beach Middle - B School,65%R/62%M; 67%R/  
 66% M, 59%R/55%M)  
 2011- Deland Middle - B School AYP72% (72%R/50%M; 60%R/  
 60%M; 59%R/65%M)\*  
 2010- Deland Middle - B School AYP72% (69%R/62%M; 55%R/  
 63%M; 60%R/62%)\*  
 2009- Deland Middle - A School AYP72% (73%R/62%M; 65%R/  
 59%M; 69%R/57%M)\*  
 2008- Deland Middle - A School, AYP77% (71%R/63%M; 63%R/  
 66%M; 62%R/64%M)\*  
 2007- Deland Middle - B School, AYP79% (68%R/64%M; 56%R/  
 63%M; 54%R/66%M)\*  
 2006- Deland Middle - A School, AYP80% (67%R/64%M, 60%R/  
 65%M, No Data)\*  
 \*Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M  
 Through the school years 2004-2005 to 2000-2001 the assistant  
 principal received an evaluation of meets expectation

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

<b>Heather Iannarelli</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 8
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA - Elementary Education MS- Education Leadership Middle Grades Integrated Curriculum (5-9) Reading Endorsed ESOL Endorsed	
<b>Performance Record</b>	2013 - A School (70%R, 61%M; 67%R,66%M; 58%R, 60%M) 2012 - B School(65%R/62%M;67%R/ 66% M, 59%R/55%M)* New Reading Coach - No Data *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)	

**Classroom Teachers****# of classroom teachers**

67

**# receiving effective rating or higher**

60, 90%

**# Highly Qualified Teachers**

96%

**# certified in-field**

66, 99%

**# ESOL endorsed**

11, 16%

**# reading endorsed**

11, 16%

**# with advanced degrees**

25, 37%

**# National Board Certified**

4, 6%

**# first-year teachers**

6, 9%

**# with 1-5 years of experience**

6, 9%

**# with 6-14 years of experience**

28, 42%

**# with 15 or more years of experience**

27, 40%

**Education Paraprofessionals****# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

**Principal (Matthew Krajewski):** Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) 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, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School psychologists will provide/facilitate training on skill building and understanding of the components of MTSS/Rtl. Support 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. Communicates with parents through school newsletters, 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.

**Select General Education Teachers:** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/material into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

**Department Chairs and Academic Coaches (Lang. Arts -Saudra Murray, Math - Melissa Ciulla, Reading - Heather Iannarelli, Science - Debbie Linn, Social Studies - Karen Norvell, Physical Education - Ryan Mahaney, Guidance - Cam Blass):** Develops, leads, and evaluates school core content standards / programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these

interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**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 80 minutes each school day.

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Data is collected through Pinnacle monitoring (grade distribution, assessments); Data Analysis Protocol; District Assessment results; Writing Prompt results; Walk-Throughs (looking for effective higher-order questioning); Data Warehouse; Crosspointe; District, Data Chats; Leadership Team meetings; Teacher Input Conferences, PLCs

**Who is responsible for monitoring implementation of this strategy?**

Administrators  
Department Chairs  
Reading Coach  
Leadership Team  
School Advisory Council  
Instructional Staff

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Matt Krajewski	Principal
Chelsea French, Dan Harlacher, Heather Ryan	General Education Teacher
Roberta Campbell, Tricia Garver	Exceptional Student Education
Heather Iannarelli, Sandra Murray, Val Yisrael	Department Chairs
Janet Savary	Parent
Yoke Tassent, Caroline Lydecker	Student

**How the school-based LLT functions**

Our school-based Literacy Leadership Team meets four times a year, along with the Library Advisory Committee. We are staffed by a member of each subject area including an administrator. Our meetings include discussions of upcoming community events, book fairs, literacy fairs and conferences. We discuss suggestions of new materials, ways to motivate readers and displaying of new ideas.

**Major initiatives of the LLT**

We will continue to display photos of staff readers which correlates with "Project Read", a program which spotlights adults readers in all job capacities around our school. We will have our Sunshine Readers Program voting booths in April; a Reading Celebration Luncheon for participants and airing "book talks" of students and staff on our daily news show.

### Every Teacher Contributes to Reading Instruction

#### How the school ensures every teacher contributes to the reading improvement of every student

Ormond Beach Middle School has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

### College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Ormond Beach Middle school offers students elective courses in art, business, 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 each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

#### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Ormond Beach Middle School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT 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 parent's signature.

#### Strategies for improving student readiness for the public postsecondary level

N/A



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	65%	No	75%
American Indian				
Asian				
Black/African American	45%	36%	No	51%
Hispanic	73%	57%	No	76%
White	74%	70%	No	77%
English language learners	52%	58%	Yes	57%
Students with disabilities	48%	26%	No	53%
Economically disadvantaged	66%	52%	No	69%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	28%	33%
Students scoring at or above Achievement Level 4	373	37%	42%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		91%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	613	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	153	61%	66%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		72%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		72%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	246	72%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	62%	No	75%
American Indian				
Asian				
Black/African American	48%	34%	No	54%
Hispanic	70%	52%	No	73%
White	74%	68%	No	77%
English language learners	44%	58%	Yes	50%
Students with disabilities	40%	27%	No	46%
Economically disadvantaged	64%	51%	No	68%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	315	31%	36%
Students scoring at or above Achievement Level 4	305	30%	35%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		48%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	651	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	148	60%	65%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	103	51%	56%
Middle school performance on high school EOC and industry certifications	103	100%	100%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	25%	30%
Students scoring at or above Achievement Level 4	76	75%	80%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	27%	32%
Students scoring at or above Achievement Level 4	78	23%	28%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	239	23%	28%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		83%	88%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		83%	87%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	9	1%	0%
Students who fail an English Language Arts course	7	1%	0%
Students who fail two or more courses in any subject	5	0%	0%
Students who receive two or more behavior referrals	209	17%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	269	21%	16%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

In 2014 we will increase our parent involvement by 1%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased language achievement.	TBD	TBD%	TBD%
Improved home-school relationships.	TBD	TBD%	TBD%

## Goals Summary

- G1.** Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.

## Goals Detail

**G1. Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

**Resources Available to Support the Goal**

- Professional Learning Communities
- Week In Rap
- Daily free math tutoring before school
- Student Mentoring program
- Science on Patrol
- Peer tutoring
- Gradual Release Model Lesson Plan Templates
- 8th Grade Writing Workshop targeting students that have scored below 3.5 on preliminary writing assessments
- Gradual Release Model professional Development
- Frequent assessment using technology (i.e.; computer labs, TI Navigators)
- Curriculum training for new teachers - Read About, TI Navigator, STEM, etc.
- Volusia Instructional Management System - Pinnacle/ MyPGS



- Academic success tracking/ incentive materials
- VIPS - guest speakers, volunteers, mentors

**Targeted Barriers to Achieving the Goal**

- Lack of academic motivation in African-American students and students with disabilities.
- Lack of uniform understanding of the Gradual Release Model for teaching.

**Plan to Monitor Progress Toward the Goal**

Class Assessments - Frequent formative assessments, unit tests, project-based assessments, FAIR tests, Benchmark Tests, District Summative Assessments, and Administrative Walk-Through Data

**Person or Persons Responsible**

Administration, Testing Coordinator, Leadership Team

**Target Dates or Schedule:**

Every 3-4 Weeks

**Evidence of Completion:**

Monthly Data Chats with Leadership Team to determine effectiveness and possible modifications.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.

**G1.B1** Lack of academic motivation in African-American students and students with disabilities.

**G1.B1.S1** Increase communication with parents of students with disabilities and African American students in order to educate them on how to motivate their children from home.

### **Action Step 1**

Frequent parent contact through email and conferences to discuss student achievement on a personal level.

#### **Person or Persons Responsible**

Teacher, Guidance Counselor, and Administration

#### **Target Dates or Schedule**

As needed according to academic data

#### **Evidence of Completion**

Parent conference notes/ emails and Pinnacle comments

### **Action Step 2**

Establish a plan for the Ormond Beach Middle School Curriculum night. Family members will be invited to come out to our school to participate in activities related to their child's curriculum and learn about ways they can help at home to help their child achieve academic success.

#### **Person or Persons Responsible**

All staff

#### **Target Dates or Schedule**

Event will take place in February 2014. Planning meetings will occur monthly until that event date.

#### **Evidence of Completion**

Pictures from the event, department proposals for event activity and parent sign in log.

## **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## **Plan to Monitor Effectiveness of G1.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B1.S2** Increase academic motivation in students with disabilities and African American students through classroom incentives linked to academic success.

### **Action Step 1**

Students will be given the opportunity to earn incentives by achieving goals they have set during teacher-student data chats.

**Person or Persons Responsible**

Teachers, Instructional Coach, Administration

**Target Dates or Schedule**

As students meet their goals

**Evidence of Completion**

Student achievement posters, completed rewards cards, formative and summative grades, teacher-student data chat forms

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

The Instructional Coach and Administration will monitor implementation of the program through observation and the collection of data.

**Person or Persons Responsible**

Instructional Coach and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Walk Through notes and student achievement records on Pinnacle will be monitored for evidence of completion.

**Plan to Monitor Effectiveness of G1.B1.S2**

Classroom Assessments will be used to set benchmarks for success. This will produce a baseline to establish student achievement as the year progresses. Should the incentive program prove to be successful the students will show growth on summative assessments as the year progresses.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student assessments such as the FAIR, DA tests, formative/summative classroom assessments, writing samples and student data chat notes will be used to monitor the effectiveness of the implementation of the incentive program. The comparison of student achievement as the year progresses using

## **G1.B4** Lack of uniform understanding of the Gradual Release Model for teaching.

**G1.B4.S1** Implement professional development to better educate teachers on the process of the Gradual Release Model for teaching.

### **Action Step 1**

Facilitators will provide training and practice lesson plan writing for teachers through their department meetings to increase the use of the Gradual Release Model.

#### **Person or Persons Responsible**

All teachers

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

Walk Throughs

#### **Facilitator:**

Heather Iannarelli and Saundra Murray

#### **Participants:**

All teachers

## **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Teachers will be provided with a template to use when writing their lesson plans. Walk throughs will also be conducted to monitor the use of the Gradual Release Model for teaching.

#### **Person or Persons Responsible**

Administration and Instructional Coach

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Completed Lesson plans and walk throughs

### **Plan to Monitor Effectiveness of G1.B4.S1**

Successful implementation of the Gradual Release Model will provide a uniform style of teaching across all subject areas. This will provide the students with a stronger understanding of the concepts being taught due to the gradual release of responsibility.

#### **Person or Persons Responsible**

Teachers, Instructional Coach, and Administration

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

Anecdotal notes from the Instructional Coach and walk through evaluations completed by administration

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title X- Homeless

The school works closely with Pam Woods, 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

#### Nutrition Programs

Ormond Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition and Wellness classes
- Running Club

#### 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 Agriculture, Business, Family and Consumer Science, Technology, and Health Career Clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.

**G1.B4** Lack of uniform understanding of the Gradual Release Model for teaching.

**G1.B4.S1** Implement professional development to better educate teachers on the process of the Gradual Release Model for teaching.

### PD Opportunity 1

Facilitators will provide training and practice lesson plan writing for teachers through their department meetings to increase the use of the Gradual Release Model.

#### Facilitator

Heather Iannarelli and Sandra Murray

#### Participants

All teachers

#### Target Dates or Schedule

monthly

#### Evidence of Completion

Walk Throughs



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.	\$500
Total		\$500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
PTSA, donations, and internal accounts	\$500	\$500
Total	\$500	\$500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Implement interventions throughout the school year to increase achievement for Students With Disabilities (SWD) and African- American students.

**G1.B1** Lack of academic motivation in African-American students and students with disabilities.

**G1.B1.S2** Increase academic motivation in students with disabilities and African American students through classroom incentives linked to academic success.

#### Action Step 1

Students will be given the opportunity to earn incentives by achieving goals they have set during teacher-student data chats.

#### Resource Type

Evidence-Based Program

#### Resource

Incentives, tracking tool

#### Funding Source

PTSA, donations, and internal accounts

#### Amount Needed

\$500