

Volusia County Schools

Ormond Beach Middle School



2019-20 Schoolwide Improvement Plan

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Ormond Beach Middle School

151 DOMICILIO AVE, Ormond Beach, FL 32174

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

Demographics

Principal: Heather Iannarelli M

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (58%) 2016-17: B (56%) 2015-16: B (59%) 2014-15: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

"The Legacy of Excellence Continues..."

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tuten, Susan	Principal	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.
Mitchell, Karen	Assistant Principal	Karen Mitchell is OBMS' special education administrators. She drives the programs and services provided Exceptional Student Education (ESE) at OBMS. She ensures that 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. She guarantees that our ESE teachers encompass Problem Solving/RtL practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.
Kent, Troy	Assistant Principal	Troy Kent is OBMS' sixth and seventh grade general education Administrator. He ensures that our 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. Additionally, he is in charge of OBMS' Safety Administrators. He helps develop safety policies and procedures, organize team meetings, solve safety issues, coordinate audits and inspections, track corrective actions and incident data, review important safety documents, and many other duties that require a high degree of attention to detail.
Jackson, Susan	Assistant Principal	Sue Jackson is OBMS' eighth grade general education administrator. She ensures that our 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

Name	Title	Job Duties and Responsibilities
		<p>block and core subject area activities. Mrs. Jackson is our Master Schedule Administrator. She develops and maintains the schools master, reviews performance data to create schedules, collaborates with teachers and guidance to properly place students. Additionally, Mrs. Jackson is our testing administrator. She coordinates and oversees all aspects of the administration of standardized testing activities.</p>
Murray, Sandra	Instructional Media	<p>Saundra Murray is Ormond Beach Middle School's ELA PLC Co-Chair. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she disseminates information to her department.</p>
Campbell, Roberta	Teacher, K-12	<p>Roberta Campbell is Ormond Beach Middle School's Social Studies PLC Chair. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she disseminates information to her department.</p>
Moore, Shawna	Instructional Coach	<p>Shawna Moore is Ormond Beach Middle School's Instructional Coach. She works as a colleague with classroom teachers to support student learning, she is focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction; She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she collaborates with the Professional Learning</p>

Name	Title	Job Duties and Responsibilities
		Communities, the School Leadership Team, and Principal Tuten on a regular basis.
Ryan, Heather	Teacher, K-12	Heather Ryan is Ormond Beach Middle School's ELA PLC Co-Chair. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she disseminates information to her department.
Ciulla, Melissa	Dean	Melissa Ciulla is Ormond Beach Middle School's Dean of Student Relations. She is responsible for discipline for all gen ed students, including gifted students; morning and afternoon bus loop supervision; Hallway supervision during class transitions; 6th grade field trip supervision; mentor new mathematics teachers; assist with lower quartile students; assist with the PST process; liaison with SEL Teacher; run teacher and staff recognition program; collaborates with the math PLC, work with the School Leadership Team, and Principal Tuten on a regular basis.
Fatta, Tara	School Counselor	Tara Fatta is one of Ormond Beach Middle School's Guidance Counselors. She assists and advise students about academic and personal decisions, she provides private counseling to students, assess the ability and potential in students, and coordinate with fellow professionals on student matters. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she communicates key information to and from the School Leadership Team, and Principal Tuten to other Guidance Counselors.
Williams , Ryan	Teacher, K-12	Ryan Williams is Ormond Beach Middle School's Electives PLC Co-Chair. He helps develop, lead, and evaluate school core content standards / programs; he identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; he identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; he assist with

Name	Title	Job Duties and Responsibilities
		<p>whole school screening programs that provide early intervening services for children to be considered "at risk"; he assist in the design and implementation for progress monitoring, data collection, and data analysis; he participate in the design and delivery of professional development; he provide support for assessment and implementation monitoring; he disseminates information to his department.</p>
Holcombe, Sierra	Teacher, K-12	<p>Sierra Holcombe is Ormond Beach Middle School's SAC Chair. She is responsible for notifying members of upcoming meetings; she facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities, she gathers input from SAC and school for SIP, she collaborates with the Professional Learning Communities, the School Leadership Team, and Principal Tuten on a regular basis.</p>
Pirkey, Kristen	Teacher, K-12	<p>Kristen Pirkey is Ormond Beach Middle School's Math PLC Co-Chair. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she disseminates information to her department.</p>
Linn, Debbie	Teacher, K-12	<p>Debbie Linn is Ormond Beach Middle School's Science PLC Co-Chair. She helps develop, lead, and evaluate school core content standards / programs; she identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; she identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assist in the design and implementation for progress monitoring, data collection, and data analysis; she participate in the design and delivery of professional development; she provide support for assessment and implementation monitoring; she disseminates information to her department.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	381	379	367	0	0	0	0	1127	
Attendance below 90 percent	0	0	0	0	0	0	40	37	51	0	0	0	0	128	
One or more suspensions	0	0	0	0	0	0	6	6	8	0	0	0	0	20	
Course failure in ELA or Math	0	0	0	0	0	0	12	15	20	0	0	0	0	47	
Level 1 on statewide assessment	0	0	0	0	0	0	81	116	94	0	0	0	0	291	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	42	52	57	0	0	0	0	151	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	2	5	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	2	1	0	0	0	0	0	3	

FTE units allocated to school (total number of teacher units)

69

Date this data was collected or last updated

Tuesday 9/17/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
Students with two or more indicators															

Prior Year - Updated
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	42	52	57	0	0	0	0	151	
One or more suspensions	0	0	0	0	0	0	111	121	136	0	0	0	0	368	
Course failure in ELA or Math	0	0	0	0	0	0	12	15	20	0	0	0	0	47	
Level 1 on statewide assessment	0	0	0	0	0	0	81	116	94	0	0	0	0	291	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	20	27	36	0	0	0	0	83	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	51%	54%	58%	51%	52%
ELA Learning Gains	51%	51%	54%	54%	53%	54%
ELA Lowest 25th Percentile	35%	42%	47%	35%	40%	44%
Math Achievement	60%	54%	58%	61%	53%	56%
Math Learning Gains	51%	51%	57%	59%	53%	57%
Math Lowest 25th Percentile	35%	42%	51%	37%	42%	50%
Science Achievement	61%	58%	51%	64%	59%	50%
Social Studies Achievement	81%	71%	72%	75%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	381 (0)	379 (0)	367 (0)	1127 (0)
Attendance below 90 percent	40 ()	37 ()	51 ()	128 (0)
One or more suspensions	6 ()	6 ()	8 ()	20 (0)
Course failure in ELA or Math	12 ()	15 ()	20 ()	47 (0)
Level 1 on statewide assessment	81 ()	116 ()	94 ()	291 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	50%	3%	54%	-1%
	2018	61%	48%	13%	52%	9%
Same Grade Comparison		-8%				
Cohort Comparison						
07	2019	58%	47%	11%	52%	6%
	2018	52%	47%	5%	51%	1%
Same Grade Comparison		6%				
Cohort Comparison		-3%				
08	2019	54%	50%	4%	56%	-2%
	2018	61%	56%	5%	58%	3%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	48%	3%	55%	-4%
	2018	56%	49%	7%	52%	4%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	58%	47%	11%	54%	4%
	2018	50%	44%	6%	54%	-4%
Same Grade Comparison		8%				
Cohort Comparison		2%				
08	2019	35%	29%	6%	46%	-11%
	2018	53%	37%	16%	45%	8%
Same Grade Comparison		-18%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	60%	57%	3%	48%	12%
	2018	62%	60%	2%	50%	12%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	68%	11%	71%	8%
2018	69%	66%	3%	71%	-2%
Compare		10%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	54%	44%	61%	37%
2018	96%	57%	39%	62%	34%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	55%	45%	57%	43%
2018	100%	55%	45%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	36	33	22	37	30	21	63	50		
ELL	28	62	45	32	45	36					
ASN	80	63		84	76		82		92		
BLK	23	31	33	21	29	25	29	61	64		
HSP	53	53	39	47	43	26	64	82	62		
MUL	49	46	30	55	53	30	80	69			
WHT	62	55	36	67	55	40	64	84	78		
FRL	47	47	36	48	46	33	53	73	68		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	30	31	27	42	34	21	36	15		
ASN	76	72		80	76		100	80	94		
BLK	24	34	31	28	41	32	30	56	35		
HSP	55	57	32	51	58	45	67	64	53		
MUL	64	59		63	63	64	72	73	73		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	65	59	44	68	63	52	68	76	60		
FRL	49	49	36	50	56	44	56	66	44		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	35	31	21	31	25	24	37			
ELL	38	78		38	58						
ASN	83	73		77	67		90	100	88		
BLK	27	30	22	41	48	29	47	61	62		
HSP	51	54	42	49	52	29	48	81	50		
MUL	60	64		57	64			71			
WHT	63	57	40	66	61	39	67	76	56		
FRL	47	47	34	50	51	34	50	71	39		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	553
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data shows that the lowest performing subject area was ELA. Our ELA proficiency was at 57%, ELA Learning Gains was 51% and the Lowest Quartile Learning Gains at 35%. As a result of our Needs Assessment and Analysis it revealed that we need to work on core action three of the IPG by providing all students with opportunities to engage in the work of the lesson. By focusing on ELA strategies, specifically cognitive engagement approaches, we anticipate growth in all core subjects.

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

The data shows that over all math learning gains had the greatest decline, specifically 8th grade. Contributing factors includes loss of instruction due to i-ready testing and high transition rate of math teachers for the 8th grade math cohort (both 2017-2018 & 2018-2019).

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

The data component that had the greatest gap was math lowest quartile. For the past two years our African American students were the lowest performing subgroup in this category. The math lowest quartile average for the district dropped 4% from the previous year. Contributing factors includes loss of instruction due to i-ready testing and high transition rate of math teachers for the 8th grade math cohort (both 2017-2018 & 2018-2019).

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

Our more improved area was in acceleration points. We increased by 16 points. Eighth grade students scoring a level 3 or above on the math FSA were placed in an accelerated math course. We increased enrollment in our industry certification courses.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The increase in referrals from the previous year. We had a 23% increase in referrals from the previous year.

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

1. Monitoring our lowest performing ESSA Subgroup, African American and SWD.
2. We are implementing restorative practices to decrease disciple referrals.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest Quartile
Rationale	As a result of our data analysis it revealed that our ELA proficiency was at 57%, ELA Learning Gains was 51% and the Lowest Quartile Learning Gains at 35%. Our ELA Lowest Quartile Learning Gains are below the district and state average. Further analysis revealed that most of the students in our Lowest Quartile were also in our two targeted ESSA subgroups, Black and SWD.
State the measurable outcome the school plans to achieve	Increase ELA Lowest Quartile from 35% to 43%
Person responsible for monitoring outcome	Susan Tuten (smtuten@volusia.k12.fl.us)
Evidence-based Strategy	Collective teacher efficacy that supports the use of total participation techniques.
Rationale for Evidence-based Strategy	Collective efficacy has a 1.57 effect size according to John Hattie. Fostering teacher collective efficacy that supports the use of total participation techniques will help meet students' individual needs and increase academic achievement. Using Total participation techniques (TPT) will increase the collective belief of teachers in their ability to positively affect students. TPT are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied. Several studies cite student engagement as a key ingredient in helping students stay in school and be successful (ASCD, 2010; Bridgeland et al., 2006; Lehr et al., 2004; Ream & Rumberger, 2008; Voke, 2002).
Action Step	
Description	<ol style="list-style-type: none"> 1. Review ELA Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions, SWD support. 2. Facilitate professional development / book study with a focus on Total participation techniques. 3. Administer Diagnostic District Assessment to establish baseline data. 4. Conduct PLC's monthly for data chats focused on reviewing student ELA data and planning for TPT interventions. Monitor the effectiveness of the Professional Learning Communities. 5. Conduct data walks with administration, coach, and teachers. 6. Collaborate monthly at School Leadership Team meetings to discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data. 7. Utilize the academic coach for follow-up support, interpreting data, modeling instructional best practices, and planning instruction. 8. Coordinate and facilitate ERPL technology training and other technology training throughout the school year
Person Responsible	Susan Tuten (smtuten@volusia.k12.fl.us)

#2	
Title	Math Lowest Quartile
Rationale	As a result of our data analysis it revealed that our Math proficiency was at 60%, ELA Learning Gains was 51% and the Lowest Quartile Learning Gains at 35%. Our Math Lowest Quartile Learning Gains are below the district and state average. Further analysis revealed that most of the students in our Lowest Quartile were also in our two targeted ESSA subgroups, Black and SWD.
State the measurable outcome the school plans to achieve	Increase ELA Lowest Quartile from 35% to 43%.
Person responsible for monitoring outcome	Susan Tuten (smtuten@volusia.k12.fl.us)
Evidence-based Strategy	Collective teacher efficacy that supports the use of total participation techniques.
Rationale for Evidence-based Strategy	Collective efficacy has a 1.57 effect size according to John Hattie. Fostering teacher collective efficacy that supports the use of total participation techniques will help meet students' individual needs and increase academic achievement. Using Total participation techniques (TPT) will increase the collective belief of teachers in their ability to positively affect students. TPT are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied. Several studies cite student engagement as a key ingredient in helping students stay in school and be successful (ASCD, 2010; Bridgeland et al., 2006; Lehr et al., 2004; Ream & Rumberger, 2008; Voke, 2002).
Action Step	
Description	<ol style="list-style-type: none"> 1. Review Math Lowest Quartile Data to finalize master schedule focused on proper placement of students for interventions, SWD support. 2. Facilitate professional development / book study with a focus on Total participation techniques. 3. Administer Diagnostic District Assessment to establish baseline data. 4. Conduct PLC's monthly for data chats focused on reviewing student Math data and planning for TPT interventions. Monitor the effectiveness of the Professional Learning Communities. 5. Conduct data walks with administration, coach, and teachers. 6. Collaborate monthly at School Leadership Team meetings to discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data. 7. Utilize the academic coach for follow-up support, interpreting data, modeling instructional best practices, and planning instruction. 8. Coordinate and facilitate ERPL technology training and other technology training throughout the school year.
Person Responsible	[no one identified]

#3	
Title	Social and Emotional Learning (SEL)
Rationale	As a result of our needs assessment and data analysis revealed that the number of referrals have increased by 23% from the previous year. The data shows that 57% of referrals were written in the classroom, 37% of referrals were written on 8th grade students, 33% of referrals were written on 7th grade students, and 30% of referrals were written on 6th grade students. Our SLT has made the decision to prioritize decreasing referrals and school suspensions.
State the measurable outcome the school plans to achieve	Decrease the number of referrals from 1588 to at least 1460.
Person responsible for monitoring outcome	Susan Tuten (smtuten@volusia.k12.fl.us)
Evidence-based Strategy	Restorative Practices
Rationale for Evidence-based Strategy	Restorative practices offer the promise to transform teacher-student relationships and achieve equity in school discipline, thus resulting in fewer disciplinary referrals. According to John Hattie behavioral intervention programs have an effect size of 0.62. According to a comprehensive study released by RAND Corporation, restorative practices in schools has reduced the number of days students were suspended especially for black students (Barmun, 2019). In California, Oakland Unified School District began using restorative practices at a failing middle school in 2006. Within three years, the pilot school saw a decrease in suspensions by 87 percent (WeAreTeachers Staff, 2019).
Action Step	
Description	<ol style="list-style-type: none"> 1. Faculty Training during PLCs and ERPLs. 2. Monitor referral data quarterly. 3. Conduct PLC monthly for data chats on classroom disciplinary issues. 4. Create coaching cycles to support teacher growth in restorative practices. 5. Conduct data walks with coaches and teacher to ensure that restorative practices are being implemented. 6. Monitor restorative practices through on-going administrative walk-throughs and feedback.
Person Responsible	Susan Tuten (smtuten@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part V: Budget

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

1	III.A.	Areas of Focus: ELA Lowest Quartile				\$1,628.99
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Professional development and follow up will be provided with a focus on Total Participation Techniques.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: The VCS PLC Rubric will be used to monitor the effectiveness of the PLCs.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Utilize the academic coach for follow-up support, interpreting data, modeling instructional best practices, and planning instruction.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Data walks will occur to monitor instruction and provide feedback to teachers.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: 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.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$628.99
			<i>Notes: Technology for reading program for lower quartile students.</i>			
2	III.A.	Areas of Focus: Math Lowest Quartile				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Professional development and follow up will be provided with a focus on Total Participation Techniques.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: The VCS PLC Rubric will be used to monitor the effectiveness of the PLCs.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$1,000.00

			<i>Notes: Data Walks will occur to monitor instruction and provide feedback to teachers.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: 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.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Utilize the academic coach for follow-up, interpreting data, modeling instructional best practices, and planning instruction.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Utilize the academic coach for follow-up, interpreting data, modeling instructional best practices, and planning instruction.</i>			
3	III.A.	Areas of Focus: Social and Emotional Learning (SEL)				\$440.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Professional development and follow up will be provided with a focus on Restorative Practices.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: 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.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$0.00
			<i>Notes: Utilizing the dean of student relations and SEL TOA for follow-up support, modeling restorative best practices, and utilizing techniques in the classroom.</i>			
			4235 - Ormond Beach Middle School	School Improvement Funds		\$440.00
			<i>Notes: Attendance initiative program to improve the overall attendance of our school</i>			
Total:						\$3,068.99