Ormond Beach Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

http://myvolusiaschools.org/school/ormondbeach/pages/default.aspx

Demographics

Principal: Shannon Hay

Start Date for this Principal: 5/20/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: A (62%) 2016-17: A (65%) 2015-16: B (55%) 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.

Table of Contents

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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)
Elementary School KG-5	Yes	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	B

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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. 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.

Along with the support of our families and community, Ormond Beach Elementary will ensure high levels of learning for all students in a nurturing and encouraging environment.

Provide the school's vision statement.

Believing that all students in Ormond Beach Elementary School can and will learn, our mission is to provide educational programs and services of distinction, which will assure that our students attain their potential. Through the cooperative commitment of family, community and school, students will acquire knowledge, wisdom, and ethics which will enable them to be successful contributors in a democratic society.

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
Callahan, Sarah	Assistant Principal	Facilitate the creation of the (pre-, mid-, and end of year) SIP, provide assistance in monitoring data and plan implementation, provide input and feedback regarding action steps and the validity and reliability of such, and facilitate the mid-year reflection (including data collection). Review the SIP with the school's SAC committee and other stakeholders; provide input and feedback to the leadership team in order to make adjustments.
Neat, Jeanne	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.
Hammonds, Robbin	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.
Lohmann, Lauren	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.
Tomlinson, Michelle	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.
Every, Tammy	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.
Hay, Shannon	Principal	Process assessment and other data to determine SIP goals. Work with Leadership Team to determine the needs (instructional, resource, intervention, etc.) of teacher, students and staff. Identify implementation

Name	Title	Job Duties and Responsibilities
		action steps and monitor implementation for effectiveness. Reflect on data and make determinations as to modifications, etc.
Reheiser, Julie	Instructional Coach	Assist in beginning and monitoring the implementation of the SIP, provide resources (material, instructional approaches), and help analyze data for instructional, intervention and other student achievement purposes. Collect data. Assist in communicating the SIP and Mid-Year review data to all stakeholders.
Bronson, Jennifer	Other	Assist with the design, implementation, and assessment of intervention strategies.
Cowin, Ashley	Teacher, K-12	As a grade-level leader, serve as a member of the Leadership (decision-making) team. Assist with the implementation of action steps within grade level, and assist with the collection, interpretation, and reflection of data with grade-level and school-wide teams. Provide input and feedback with regard to the SIP implementation and action step, as well as provide feedback on the mid-year reflection data.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	70	58	48	52	45	61	0	0	0	0	0	0	0	334
Attendance below 90 percent	8	5	9	5	4	8	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	4	11	0	0	0	0	0	0	0	16

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	1	3	0	0	0	0	0	0	0	4

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)
23

Date this data was collected or last updated
Friday 8/30/2019

Prior Year - As Reported

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	

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	0	0	0	0	0	0	0	

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	13	9	5	4	7	17	0	0	0	0	0	0	0	55
One or more suspensions	1	8	2	3	6	10	0	0	0	0	0	0	0	30
Course failure in ELA or Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	6	11	21	0	0	0	0	0	0	0	38

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	2	1	4	7	11	0	0	0	0	0	0	0	25

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	68%	56%	57%	65%	55%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	61%	56%	58%	64%	53%	57%
ELA Lowest 25th Percentile	45%	46%	53%	83%	44%	52%
Math Achievement	65%	59%	63%	65%	62%	61%
Math Learning Gains	48%	56%	62%	62%	58%	61%
Math Lowest 25th Percentile	42%	43%	51%	68%	47%	51%
Science Achievement	59%	57%	53%	48%	59%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	70 (0)	58 (0)	48 (0)	52 (0)	45 (0)	61 (0)	334 (0)
Attendance below 90 percent	8 (0)	5 (0)	9 (0)	5 (0)	4 (0)	8 (0)	39 (0)
One or more suspensions	0 (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)	1 (0)	2 (0)	3 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	4 (0)	11 (0)	16 (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
03	2019	79%	58%	21%	58%	21%
	2018	67%	56%	11%	57%	10%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	61%	54%	7%	58%	3%
	2018	68%	54%	14%	56%	12%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
05	2019	62%	54%	8%	56%	6%
	2018	58%	51%	7%	55%	3%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	77%	60%	17%	62%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	78%	58%	20%	62%	16%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	66%	59%	7%	64%	2%
	2018	77%	60%	17%	62%	15%
Same Grade Comparison	-11%					
Cohort Comparison	-12%					
05	2019	53%	54%	-1%	60%	-7%
	2018	73%	57%	16%	61%	12%
Same Grade Comparison	-20%					
Cohort Comparison	-24%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	57%	56%	1%	53%	4%
	2018	44%	56%	-12%	55%	-11%
Same Grade Comparison	13%					
Cohort Comparison						

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	32	33	36	26	35	33	17				
BLK	47	46		53	38						
HSP	73	70		57	55						
MUL	55			55							
WHT	71	62	52	69	51	42	68				
FRL	65	58	45	64	49	48	57				
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	75	63		81	79		31				
BLK	48	56		55	35		20				
HSP	58	55		58	64						
WHT	71	65	65	84	71	62	50				
FRL	66	65	67	77	66	63	43				

	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	63	91	100	74	96	100	20				
BLK	41	57		44	57		33				
WHT	70	66	83	71	66	69	51				
FRL	60	61	82	60	60	67	41				

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	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	64
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	55
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	59
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	55
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.

Students with Disabilities and students performing in the Lowest Quartile. Subgroups may have been effected by grouping and/or instructional approaches; contributions may also include common assessments being implemented less frequently and less impactful use of data to drive interventions and supports.

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

Learning gains in math (most specifically SWD, FRL, and African American); learning gains of the lowest 25% (most specifically SWD, FRL, and African American). Subgroups may have been effected by grouping and/or instructional approaches; contributions may also include common assessments being implemented less frequently and less impactful use of data to drive interventions and supports.

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.

School/State performance: 3rd Grade ELA 86/58, 3rd Grade Math 73/62; 4th Grade ELA 53/58, 4th Grade Math 59/64; 5th Grade ELA 54/56 and 5th Grade Math 46/60. The greatest gap (14 pts.) occurred in 5th grade math with instructional scheduling and a lack of data driven supports/interventions contributing to this decline.

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

Science. Supports from the district-level; more effective use of data analysis to drive instruction, interventions, and supports; science tutoring made available to students; academic/instructional coaching.

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

Attendance

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

1. Learning gains for Students with Disabilities
2. Learning gains for students in the Lowest 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase student achievement in ELA for Students With Disabilities.
Rationale	This area of focus was chosen because our second largest decline in student achievement occurred within our population of Students with Disabilities in the area of ELA, declining from 75% to 30% (45 pts.) overall.
State the measurable outcome the school plans to achieve	OBE is working toward increasing student achievement for Students with Disabilities (SWD) in ELA standards. OBE will measure this improvement by collecting overall performance and learning gains data from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). OBE's goal is to increase achievement for our SWD from 30% to 50% in the ELA standards.
Person responsible for monitoring outcome	Justin Lipomi (jlipomi@volusia.k12.fl.us)
Evidence-based Strategy	Increased frequency/use of data analysis to drive student interventions.
Rationale for Evidence-based Strategy	If OBE increases the frequency of data analysis gleaned from progress monitoring tools, we will increase the amount of consistent and reliable data from which we can design effective interventions/remediations and provide direct instruction to address student needs/gaps. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention, .77 effect size for Comprehensive Interventions for Learning Disabled Students, and 0.60 for Direct Instruction 0.60.
Action Step	
Description	1. Professional Development training provided/to be provided: Curriculum updates; 3 ACT Math; Decision Trees: Reading Intervention and State Statutes Updates Interventions Documentation Training; ELA Curriculum and Textbook Training; PST Procedures, Documentation, and Data Collection; "What's Next?" Vertically Tracing K-5 Science Standards to Understand Curriculum and Instructional Impact; School Improvement Plan Mid- and End-of-Year Review; Using Formative Assessment to Drive Instruction and Interventions; Questioning and Discussion Techniques, Effective Integration of Technology 2. Increase the frequency of PLCs and grade-level meetings used to analyze data 3. Classroom, intervention and ESE teachers will use iReady math and Reading assessments to monitor student growth in both skills and grade level standards. 4. Use data to determine/target specific student need and effective researched-based interventions based on those needs 5. Use data to identify/target students needing interventions 6. OBE will provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.
Person Responsible	Julie Reheiser (jmreheis@volusia.k12.fl.us)

#2	
Title	Increase student achievement in math for Students With Disabilities.
Rationale	This area of focus was chosen because our largest decline in student achievement occurred within our population of Students with Disabilities in the area of math, declining from 81% to 26% (55 pts.) overall.
State the measurable outcome the school plans to achieve	OBE is working toward increasing student achievement for Students with Disabilities (SWD) in math standards. OBE will measure this improvement by collecting overall performance and learning gains data from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). OBE's goal is to increase achievement for our SWD from 26% to 50% in the math standards.
Person responsible for monitoring outcome	Shannon Hay (sehay@volusia.k12.fl.us)
Evidence-based Strategy	Increased frequency/use of data analysis to drive student interventions.
Rationale for Evidence-based Strategy	If OBE increases the frequency of data analysis gleaned from progress monitoring tools, we will increase the amount of consistent and reliable data from which we can design effective interventions/remediations and provide direct instruction to address student need. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention, .77 effect size for Comprehensive Interventions for Learning Disabled Students, and 0.60 for Direct Instruction 0.60.
Action Step	
Description	1. Professional Development training provided/to be provided: Curriculum updates; 3 ACT Math; Decision Trees: Reading Intervention and State Statutes Updates Interventions Documentation Training; ELA Curriculum and Textbook Training; PST Procedures, Documentation, and Data Collection; "What's Next?" Vertically Tracing K-5 Science Standards to Understand Curriculum and Instructional Impact; School Improvement Plan Mid- and End-of-Year Review; Using Formative Assessment to Drive Instruction and Interventions; Questioning and Discussion Techniques, Effective Integration of Technology 2. Increase the frequency of PLCs and grade-level meetings used to analyze data 3. Classroom, intervention and ESE teachers will use iReady math and Reading assessments to monitor student growth in both skills and grade level standards. 4. Use data to determine/target specific student need and effective researched-based interventions based on those needs 5. Use data to identify/target students needing interventions 6. OBE will provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.
Person Responsible	Julie Reheiser (jmreheis@volusia.k12.fl.us)

#3	
Title	Increase student achievement in ELA for students in the lowest quartile.
Rationale	This area of focus was chosen because student achievement within our population of students in the lowest quartile in ELA declined from 63% to 33% (30 pts.).
State the measurable outcome the school plans to achieve	OBE is working toward increasing student achievement for students in the lowest quartile in ELA standards. OBE will measure this improvement by collecting overall performance and learning gains data from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). OBE's goal is to increase achievement for our students in the lowest quartile from 33% to 50% in ELA learning gains.
Person responsible for monitoring outcome	Shannon Hay (sehay@volusia.k12.fl.us)
Evidence-based Strategy	Increased frequency/use of data analysis to drive student interventions.
Rationale for Evidence-based Strategy	If OBE increases the frequency of data analysis gleaned from progress monitoring tools, we will increase the amount of consistent and reliable data from which we can design effective interventions/remediations and provide direct instruction to address student need. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention and 0.60 for Direct Instruction 0.60.
Action Step	
Description	1. Professional Development training provided/to be provided: Curriculum updates; 3 ACT Math; Decision Trees: Reading Intervention and State Statutes Updates Interventions Documentation Training; ELA Curriculum and Textbook Training; PST Procedures, Documentation, and Data Collection; "What's Next?" Vertically Tracing K-5 Science Standards to Understand Curriculum and Instructional Impact; School Improvement Plan Mid- and End-of-Year Review; Using Formative Assessment to Drive Instruction and Interventions; Questioning and Discussion Techniques, Effective Integration of Technology 2. Increase the frequency of PLCs and grade-level meetings used to analyze data 3. Classroom, intervention and ESE teachers will use iReady math and Reading assessments to monitor student growth in both skills and grade level standards. 4. Use data to determine/target specific student need and effective researched-based interventions based on those needs 5. Use data to identify/target students needing interventions 6. OBE will provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.
Person Responsible	Julie Reheiser (jmreheis@volusia.k12.fl.us)

#4	
Title	Increase student achievement in math for students in the lowest quartile.
Rationale	This area of focus was chosen because student achievement within our population of students in the lowest quartile in math declined from 79% to 35% (44 pts.).

State the measurable outcome the school plans to achieve	OBE is working toward increasing student achievement for students in the lowest quartile in math standards. OBE will measure this improvement by collecting overall performance and learning gains data from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). OBE's goal is to increase achievement for our students in the lowest quartile from 35% to 50% in math learning gains.
Person responsible for monitoring outcome	Shannon Hay (sehay@volusia.k12.fl.us)
Evidence-based Strategy	Increased frequency/use of data analysis to drive student interventions.
Rationale for Evidence-based Strategy	If OBE increases the frequency of data analysis gleaned from progress monitoring tools, we will increase the amount of consistent and reliable data from which we can design effective interventions/remediations and provide direct instruction to address student need. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention and 0.60 for Direct Instruction 0.60.

Action Step	
Description	1. Professional Development training provided/to be provided: Curriculum updates; 3 ACT Math; Decision Trees: Reading Intervention and State Statutes Updates Interventions Documentation Training; ELA Curriculum and Textbook Training; PST Procedures, Documentation, and Data Collection; "What's Next?" Vertically Tracing K-5 Science Standards to Understand Curriculum and Instructional Impact; School Improvement Plan Mid- and End-of-Year Review; Using Formative Assessment to Drive Instruction and Interventions; Questioning and Discussion Techniques, Effective Integration of Technology 2. Increase the frequency of PLCs and grade-level meetings used to analyze data 3. Classroom, intervention and ESE teachers will use iReady math and Reading assessments to monitor student growth in both skills and grade level standards. 4. Use data to determine/target specific student need and effective researched-based interventions based on those needs 5. Use data to identify/target students needing interventions 6. OBE will provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.
Person Responsible	Julie Reheiser (jmreheis@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).

ONE will continue to encourage high school graduation and college and career readiness in grades K-5 through:

1. Ongoing of announcements of graduation years in grades K-5 assemblies and awards ceremonies
2. Middle school tours for Grade 5 students
3. College T-Shirt Day
4. Career Day
5. The promotion of Academic Summer Camps
6. Promotion of clubs such as the Key Club and FBH to promote community involvement and lessons focused on education, careers and scholarships.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see the attached Parent and Family Engagement Plan

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

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 ensures the social-emotional needs of all students through the following programs:
Daily SEL mini-lessons in all classes Grades K-5
Counseling based on student need, teacher/staff referral, and parent request
District-based Mental Health Team
Partnerships with counseling services
Full-time school counselor
Problem Solving Team (PST); members include teachers, school psychologist, administration, counselor and behavior specialist.
Anti-bullying lessons
Anonymous bullying/harassment reporting box
DARE program
Terrific Kids

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

The district, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when applicable.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.

• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to increase staff understanding of PST/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and
progress monitoring will enhance the acquisition and application of PS/RtI.

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Ormond Beach Elementary:
• Supplemental tutoring and academic interventions provided before, during, and after school
• Supplemental materials and supplies provided to students to assist in closing the achievement gap
• Supplemental funds for ongoing staff development, as determined by the results of FSA data
• FSA Parent Night and Parent Technology Night help parents to understand the current curriculum and provide communication with school staff in addition to teaching literacy skills to parents so they can assist their children academically.

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Increase student achievement in ELA for Students With Disabilities.	$0.00
2	III.A.	Areas of Focus: Increase student achievement in math for Students With Disabilities.	$0.00
3	III.A.	Areas of Focus: Increase student achievement in ELA for students in the lowest quartile.	$0.00
4	III.A.	Areas of Focus: Increase student achievement in math for students in the lowest quartile.	$0.00
		Total:	$0.00