

Volusia County Schools

Ormond Beach Middle School



2020-21 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: 7/1/2018

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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%)
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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Ormond Beach Middle School

151 DOMICILIO AVE, Ormond Beach, FL 32174

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	62%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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SIP Authority

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

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

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, position title, and job duties/responsibilities 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 School City 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 and student services administrator. She drives the programs and services provided for Exceptional Student Education (ESE) at OBMS. She ensures that ESE teachers/case managers participate in student data collection and integrate core instructional activities/materials into core instruction. She ensures that all teachers understand and implement the inclusion and collaborative practice models and that all teachers are complying and providing the necessary accommodations as required by the IEP. She coordinates gifted, 504, PST, and community based mental health services.
Ciulla, Melissa	Assistant Principal	Melissa Ciulla is OBMS' sixth and seventh grade general education Administrator. She ensures that our general education teachers provide information about core instruction and participate in student data collection. Additionally, she is in charge of OBMS' Safety and Security procedures. She helps develop safety policies and procedures, organizes team meetings, solves safety issues, coordinates audits and inspections, tracks corrective actions and incident data, reviews important safety documents, and many other duties that require a high degree of attention to detail. She is also the SAC Chair. She is responsible for notifying members of upcoming meetings, facilitating those meetings, and informing members of relevant issues regarding school improvement. She gathers information from SAC and the school to write the SIP.
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 and participate in student data collection. Mrs. Jackson is our

Name	Title	Job Duties and Responsibilities
		<p>Master Schedule Administrator. She develops and maintains the school's master schedule, reviews performance data to create schedules, collaborates with teachers and school counselors 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>Sandra Murray is Ormond Beach Middle School's ELA PLC Co-Chair and Media Specialist. She helps develop, lead, and evaluate school core content standards/programs; she identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides 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 identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides 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 focused on individual and group professional development that will expand and refine the understanding about research-based effective instruction; She helps develop, lead, and evaluate school core content standards/programs; she identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides 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 identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides support for assessment and implementation monitoring; she disseminates information to her department.
	Dean	Hannah Hendricks is Ormond Beach Middle School's Dean of Student Relations. She is responsible for the discipline for all general education students, including gifted students; morning and afternoon bus loop supervision; hallway supervision during class transitions; 6th grade field trip supervision; assisting with lower quartile students; assisting with the PST process; running the teacher and staff recognition program; collaborating 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 Counselors. She assists and advises students about academic and personal decisions, she provides private counseling to students, assesses the ability and potential in students, and coordinates with fellow professionals on student matters. She helps develop, lead, and evaluate school core content standards/programs; she identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides support for assessment and implementation monitoring; she communicates key information to and from the School Leadership Team, and Principal Tuten to other School Counselors.
Williams , Ryan	Teacher, K-12	Ryan Williams is Ormond Beach Middle School's Electives PLC Chair. He helps develop, lead, and evaluate school core content standards/programs; he identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; he identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; he assists with whole school screening programs that provide early intervening services for

Name	Title	Job Duties and Responsibilities
		<p>children to be considered "at-risk"; he assists in the design and implementation for progress monitoring, data collection, and data analysis; he participates in the design and delivery of professional development; he provides support for assessment and implementation monitoring; he disseminates information to his department.</p>
Pirkey, Kristen	Teacher, K-12	<p>Kristen Pirkey is Ormond Beach Middle School's Math PLC Chair. She helps develop, lead, and evaluate school core content standards/programs; she identifies and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides 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 Chair. She helps develop, lead, and evaluate school core content standards/programs; she identifies and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; she assists with whole school screening programs that provide early intervening services for children to be considered "at-risk"; she assists in the design and implementation for progress monitoring, data collection, and data analysis; she participates in the design and delivery of professional development; she provides support for assessment and implementation monitoring; she disseminates information to her department.</p>

Demographic Information

Principal start date

Sunday 7/1/2018, Heather Iannarelli M

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2019-20 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%)
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 .	

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	356	353	376	0	0	0	0	1085	
Attendance below 90 percent	0	0	0	0	0	0	34	33	53	0	0	0	0	120	
One or more suspensions	0	0	0	0	0	0	31	54	70	0	0	0	0	155	
Course failure in ELA	0	0	0	0	0	0	3	4	8	0	0	0	0	15	
Course failure in Math	0	0	0	0	0	0	8	9	3	0	0	0	0	20	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	47	52	80	0	0	0	0	179	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	59	58	91	0	0	0	0	208	
	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	35	37	60	0	0	0	0	132

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	0	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	3	1	3	0	0	0	0	7

Date this data was collected or last updated

Thursday 7/30/2020

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		
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

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	
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

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	
	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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					

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
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		
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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.

Based on a thorough review of the data, we identified two areas showing our lowest performance. Our ELA Lowest Quartile Learning Gains and our Math Lowest Quartile Learning Gains were both at 35%. Through a needs assessment and analysis, it has been identified that we need to work on providing students with more opportunities to engage in the curriculum and assisting teachers with strategies to differentiate the presentation of the curriculum. We will also be working to infuse Restorative Practices into the culture/environment of our school to assist with attendance and suspension rates. By incorporating these new practices, we anticipate growth in all core subject areas.

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

The data shows that math learning gains had the greatest decline. This occurred in both areas--overall learning gains and lowest quartile learning gains. Again, this can be attributed to the need for additional engagement and differentiation strategies to assist students in the classroom. The need for restorative practice implementation to improve attendance and suspension rates would also prove beneficial.

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.

Our data component with the greatest gap, when compared to the state average, was also the learning gains for the lowest quartile in math. The reasons continue to be the same as expressed above--the need for more engagement and differentiation within the classroom and the need to improve our school attendance and suspension rates.

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

Our data showed the most improvement in acceleration points. This was a 16% increase. We worked diligently to ensure that 8th grade students who had scored a level 3 or higher on the previous year's FSA Math test were placed in a high school math course. We also promoted our industry certification courses to increase enrollment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two biggest areas of concern from the EWS are:

1. Level 1 on a state assessment
2. One or more suspensions

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

1. Monitoring our ELA Lowest Quartile Students
2. Monitoring our Math Lowest Quartile Students
3. Implementing Restorative Practices to reduce absences and suspension rates
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: As a result of our data analysis, it was revealed that our ELA Lowest Quartile demonstrated only 35% for learning gains. This number is below both the state and district average for this data component. Moreover, further analysis revealed that most of the students in the lowest quartile were also in our two targeted ESSA subgroups--Black and SWD.

Measurable Outcome: We will increase the ELA lowest quartile learning gains from 35% to 43%.

Person responsible for monitoring outcome: Susan Tuten (smtuten@volusia.k12.fl.us)

Evidence-based Strategy: Teachers will receive professional development in engagement strategies and differentiation to employ in their classroom lessons. Following this learning, they will then incorporate these techniques into their teaching strategies. ELA/Reading teachers will also have common planning time to discuss implementation of these strategies.

Rationale for Evidence-based Strategy: According to John Hattie, the use of engagement strategies in the classroom has a .56 effect size. We will foster this efficacy by providing our teachers with training in the areas of student engagement and lesson differentiation. Research shows that teacher effectiveness has a greater influence on student learning than race, SES, or class size. By providing our teachers with strategies to be more engaging and to differentiate their lessons, they are becoming more effective in the classroom. These engagement strategies will allow students to demonstrate active participation within their lessons, which improves retention rates. (de Bruyckere, 2019; ASCD, 2010; Bridgeland et al., 2016; Lehr et al., 2004; Ream & Rumberger, 2008; Voke, 2002).

Action Steps to Implement

1. Review ELA Lowest Quarter Data to finalize master schedule focusing on proper placement of students for interventions, SWD support and Intensive Reading.
2. Facilitate professional development on differentiation strategies by standards for teachers.
3. Administer district diagnostic assessment to establish baseline data.
4. Conduct weekly PLCs to monitor data and plan interventions.
5. Conduct data walks with teachers, academic coach, and administration.
6. Collaborate at monthly SLT meetings to discuss the effectiveness of the Professional Learning Plan and analyze collected data.
7. Utilize academic coach for follow-up support, data interpretation, instruction modeling, and lesson planning.
8. Apply for NewsELA grant for classroom use.
9. Use reading programs Unbound, Achieve 3000, Read 180, and System 44 in the classroom.
10. Common planning time for ELA & Reading teachers.
11. Implementation of standards-based remediation using the new Standards Based Success Plan.
12. Learning Strategies class being offered to support SWD.

Person Responsible: Shawna Moore (slmoore@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: As a result of our data analysis, it was revealed that our Math Lowest Quartile demonstrated only 35% for learning gains. This number is below both the state and district average for this data component. Moreover, further analysis revealed that most of the students in the lowest quartile were also in our two targeted ESSA subgroups--Black and SWD.

Measurable Outcome: We will increase the Math lowest quartile learning gains from 35% to 43%.

Person responsible for monitoring outcome: Susan Tuten (smtuten@volusia.k12.fl.us)

Evidence-based Strategy: Teachers will receive professional development in engagement strategies and differentiation to employ in their classroom lessons. Following this learning, they will then incorporate these techniques into their teaching strategies. Math teachers will also share common planning time to discuss implementation of these strategies.

Rationale for Evidence-based Strategy: According to John Hattie, the use of engagement strategies in the classroom has a .56 effect size. We will foster this efficacy by providing our teachers with training in the areas of student engagement and lesson differentiation. Research shows that teacher effectiveness has a greater influence on student learning than race, SES, or class size. By providing our teachers with strategies to be more engaging and to differentiate their lessons, they are becoming more effective in the classroom. These engagement strategies will allow students to demonstrate active participation within their lessons, which improves retention rates. (de Bruyckere, 2019; ASCD, 2010; Bridgeland et al., 2016; Lehr et al., 2004; Ream & Rumberger, 2008; Voke, 2002).

Action Steps to Implement

1. Review Math Lowest Quarter Data to finalize master schedule focusing on proper placement of students for interventions, SWD support and Intensive Math.
2. Facilitate professional development on differentiation strategies by standards for teachers.
3. Administer district diagnostic assessment to establish baseline data.
4. Conduct weekly PLCs to monitor data and plan interventions.
5. Conduct data walks with teachers, academic coach, and administration.
6. Collaborate at monthly SLT meetings to discuss the effectiveness of the Professional Learning Plan and analyze collected data.
7. Utilize academic coach for follow-up support, data interpretation, instruction modeling, and lesson planning.
8. Loop ESE/Gen Ed co-taught team from 7th to 8th grade to continue the success from 2019-2020 school year.
9. Common planning time for Math teachers.
10. Implementation of standards-based remediation using the new Standards-Based Success Plan.

Person Responsible: Kristen Pirkey (kdpirkey@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

After reviewing our EWS data, it was determined that we needed to focus on improving attendance rates and the number of students receiving one or more suspensions. The set of students who are in these two categories are the same students who are in our ELA and Math Lowest Quartile. Therefore, if we can ensure that they are in their classes, we can improve their ability to demonstrate their learning on the FSA. Moreover, we have experienced a 14.4% increase in the number of referrals from the 2018-2019 school year to the 2019-2020 school year. These referrals are resulting in consequences, such as suspensions, which lead to missed instructional time for our students.

Measurable Outcome:

Decrease the number of EWS students who receive one or more referrals from 155 to 105.

Person responsible for monitoring outcome:

Melissa Ciulla (mjciulla@volusia.k12.fl.us)

Evidence-based Strategy:

Our teachers will receive training in Restorative Practices during the school year. These principles will be implemented throughout the school year with our students.

Rationale for Evidence-based Strategy:

Restorative Practices offer the promise to transform teacher-student relationships and achieve equity in school discipline. According to John Hattie, behavioral intervention programs have an effect size of 0.62 and teacher student relationships have an effect size of .48. The RAND Corporation also reports that the use of Restorative Practices has reduced the number of days students were suspended, especially for African American students (Barmun, 2019). The Oakland Unified School District in California began using Restorative Practices at a failing middle school in 2006. Within 3 years, the school saw an 87% decrease in suspensions (WeAreTeachers Staff, 2019).

Action Steps to Implement

1. School-wide book study on "Hacking School Discipline."
2. Monitor discipline data monthly.
3. Ongoing PLC and SLT data chats regarding discipline data.
4. School-wide implementation of Restorative Practices.
5. Conduct data walks to ensure that principles of restorative practices are being implemented.

Person Responsible

Melissa Ciulla (mjciulla@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will also be working on reducing the number of referrals on our campus as a whole. As previously mentioned, our referral rate increased by 14.4% during the 2019-2020 school year. This resulted in 228 students being removed from their classes for a time-out, 372 students receiving one or more days of in-school suspension, and 153 students receiving one or more days of out-of-school suspension. These consequences lead to a large amount of missed instructional time. Therefore, our school intends to employ Restorative Practices to help teach students about how negative behavior hurts others and enables them to develop a sense of empathy, which will lead to improved behavior and fewer discipline consequences removing them from the classroom.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school began learning and implementing Restorative Practices during the 2019-2020 school year. We plan to build upon that this year with full implementation of the RP program. Our teachers will continue to receive training on restorative practices through our school-wide book study. Our Dean will employ RP strategies when working with student discipline. We will also hang posters around campus to promote restorative practice tenets. Students will be instructed about RP strategies and practice circles within their classrooms. All of this is done in an effort to promote a positive school climate.

Our school website and Messenger system are utilized to provide communication to both our families and the community. We host an Open House event during the evening to increase parent involvement in both SAC and PTSA. Parents are always encouraged to email their students' teachers as a means of communication. These addresses are available on our website. We also utilize our Panther Planner to communicate with parents regarding assignments, projects, etc. Every student receives a planner for use during the school year. Finally, we have Twitter and Facebook pages to share school news with our parents and the community.

Parent Family and Engagement Plan (PFEP) Link

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