Ormond Beach Middle School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 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%)
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	

> * 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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	Position Title	Job Duties and Responsibilities
Tuten, Susan	Principal	Principal Tuten provides a common vision for the use of data-based decision-making by encouraging the use of School City to differentiate instruction in the classroom. She ensures that educators are implementing the Florida Standards and BEST Standards, which are accessible through the K-12 curriculum link of our webpage. For students who do not respond positively to classroom interventions, she ensures that students can receive remediation through Panther Time. She also encourages struggling students to be referred to our Problem Solving Team (PST) as needed. She ensures that adequate professional development is scheduled for faculty and staff. As principal, she supports the school's team in the completion of resource mapping (academics and behavioral) with a focus on differentiation, student engagement, and teacher clarity. Mrs. Tuten communicates with all stakeholders through newsletters, School Messenger, relevant meetings, OBMS TV, and social media in order to address educating ALL students, meeting student needs, and sharing pertinent information.
Mitchell, Karen	Assistant Principal	Karen Mitchell is the OBMS Student Services administrator. She drives the programs and services provided for Exceptional Student Education (ESE). She ensures that ESE teachers and case managers participate in student data collection and discussions. Through classroom visitations, she guarantees that teachers integrate research-based instructional activities and materials into their lessons. She makes certain that all teachers understand and implement the inclusion and collaborative practice models and that all teachers are complying with and providing the necessary accomodations as required by the IEP, BIP, and/or 504 Plan. She coordinates the gifted, 504, PST, and community-based mental health services for our school.
Ciulla, Melissa	Assistant Principal	Melissa Ciulla is the OBMS 6th and 7th grade administrator. She ensures that our 6th and 7th grade general education teachers provide quality instruction to our students and participate in data collection and discussions. Additionally, she is in charge of our safety and security procedures. She helps develop safety policies and procedures, organizes a security team, holds security meetings, solves safety issues, coordinates safety audits, and tracks corrective actions and incident data. She is also the SAC Chair. As such, she is responsible for preparing for and running all SAC Meetings. Her other duties include facilities management and athletic director.
Voges, Robert	Assistant Principal	Robert Voges is the OBMS 8th grade administrator. He ensures that our 8th grade general education teachers provide quality instruction to our students and participate in data collection and discussions. He is responsible for creating our master schedule, reviewing our performance data to schedule our students, and collaborating with teachers and counselors to ensure that all students are properly placed in courses. Additionally, he is our testing coordinator, overseeing all aspects for the administration of standardized tests.

Name	Position Title	Job Duties and Responsibilities
Hendricks, Hannah	Dean	Hannah Hendricks is the OBMS Dean of Student Relations. She is responsible for the discipline of all general education students, including gifted students. She also provides bus loop supervision, hallway supervision, and field trip supervision. She serves as one of our Digital Learning Teacher Leaders, assists with running PST, and manages the student and staff recognition program.
Ryan, Heather	Instructional Coach	Heather Ryan 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; and she provides support for assessment and implementation monitoring.
Murray, Saundra	Instructional Media	Saundra 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.
Pirkey, Kristen	Teacher, K-12	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

Name	Position Title	Job Duties and Responsibilities
		provides support for assessment and implementation monitoring; she disseminates information to her department.
Campbell, Roberta	Teacher, K-12	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.
Linn, Debbie	Teacher, K-12	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.
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 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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
Heard, Suzanne	Teacher, ESE	Suzanne Heard is the IEP Facilitator and Co-ESE Department PLC Chair. Her job duties include but are not limited to maintaining and updating error reports as well as any corrections or reconvenes that are required; monitor compliance timeline reports; coordinate and schedule IEP meetings; facilitate scheduled ESE meetings, ensuring IEP completion and compliance; prepare IEP's; collaborate with other teachers/service provider; communicate with Behavior Specialist and stakeholders timelines and compliance for Functional Behavioral Assessments/Behavior Intervention Plans; coordinate with District Placement Specialist and other district staff for high profile IEP compliance; coordinate and schedule meetings with district ESE and school staff to reconvene an IEP to review evaluations to determine eligibility; FTE monitoring; assist ESE and Gen Ed teachers as well as service providers with ESE students; communicate with parents regarding meetings, services, accommodations, concerns.
Franks, Ashley	Teacher, ESE	Ashley Franks is Ormond Beach Middle School ESE Co-PLC Chair. She acts as a coach to provide guidance and support to other ESE teachers at OBMS on their instructional and case management processes. She helps create a safe, purposeful, and welcoming classroom environment focused on learning to all students. She collaborates with parents, teachers, school counselors, and administrators to track students' progress to develop and implement the student's individual education plan (IEP). She ensures that records, reports, and other documents are stored in the correct area, up to date, and in compliance with current policies. She provides direction and leadership within the school by displaying deep and effective working knowledge of the needs of the special education student. She demonstrates best practices related to teaching, supporting, providing modifications, interventions, and instructional techniques in content area text. She consults and collaborates with advisory teachers and other staff members on strategies, modifications, and activities that can assist the student to increase achievement in assigned subject area(s). She acts as a positive role model for the students by promoting good study habits and student independence for the purpose of improving the quality of student outcomes.

Name	Position Title	Job Duties and Responsibilities
Brock, Savannah	Teacher, ESE	Savannah Brock is Ormond Beach Middle School's 7th and 8th grade Mathematics ESE teacher. She serves as the secretary on the School Advisory Committee. While collaborating with other teachers at the school, she shares her expertise in providing specially designed instruction, collaborative teaching practices, and classroom management to improve the instructional outcomes for all students. She works closely with her colleagues to analyze data to drive instruction and implement differentiated curriculum and instruction. She contributes to designing and leading professional development that is relevant and rigorous to state and district instructional initiatives, research, and best practices. She provides guidance on different methods and techniques used to evaluate students' progress towards goal achievement, while evaluating their strengths and areas of need. She works together and assists teachers in record keeping that is required by law in accordance with their IEP. She conveys her dedication, positivity, and enthusiasm for learning with students, families, colleagues, community members, and new and aspiring teachers. She mentors at-risk students, inspiring them to have a growth mindset, show resilience and determination, and advocate for their needs. She provides tutoring to students, encouraging and assisting them in becoming proficient in challenging standards.

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

64

Total number of students enrolled at the school

1,036

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	313	368	355	0	0	0	0	1036
Attendance below 90 percent	0	0	0	0	0	0	63	74	81	0	0	0	0	218
One or more suspensions	0	0	0	0	0	0	23	53	51	0	0	0	0	127
Course failure in ELA	0	0	0	0	0	0	6	21	23	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	13	7	11	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	46	73	81	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	96	82	0	0	0	0	238
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	68	65	0	0	0	0	176

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	39	68	66	0	0	0	0	173

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	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	2	1	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/5/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	51%	54%	60%	51%	53%
ELA Learning Gains				51%	51%	54%	56%	53%	54%
ELA Lowest 25th Percentile				35%	42%	47%	39%	43%	47%
Math Achievement				60%	54%	58%	62%	54%	58%
Math Learning Gains				51%	51%	57%	61%	55%	57%
Math Lowest 25th Percentile				35%	42%	51%	46%	46%	51%
Science Achievement				61%	58%	51%	64%	61%	52%
Social Studies Achievement				81%	71%	72%	72%	69%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	53%	50%	3%	54%	-1%
Cohort Comparison						
07	2021					
	2019	58%	47%	11%	52%	6%
Cohort Comparison		-53%				
08	2021					
	2019	54%	50%	4%	56%	-2%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	48%	3%	55%	-4%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	47%	11%	54%	4%
Cohort Comparison		-51%				
08	2021					
	2019	35%	29%	6%	46%	-11%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	60%	57%	3%	48%	12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	68%	11%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	54%	44%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	55%	45%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used to assess student learning were created by the Volusia County School District. For ELA in grades 6, 7, and 8, they included Assessments of Standards, District Interim Assessments, and the Volusia Literacy Tests. For Math in grades 6, 7, and 8, learning was assessed by Standards-Monitoring Tests and District Interim Assessments. 7th grade Civics was monitored through the use of District Interim Assessments. 8th grade Science assessment tools included District Interim Assessments and Standards-Monitoring Tests.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	567/22	596/22	291/12
	Economically Disadvantaged	334/10	342/13	168/5
	Students With Disabilities	96/5	104/4	56/0
	English Language Learners	27/19	29/21	14/21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	532/29	545/16	182/41
	Economically Disadvantaged	315/17	316/11	82/27
	Students With Disabilities	106/6	101/6	14/14
	English Language Learners	27/30	26/27	7/43

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	536/24	585/43	286/41
	Economically Disadvantaged	314/19	339/37	164/32
	Students With Disabilities	73/10	83/10	39/13
	English Language Learners	15/20	16/25	6/33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	540/24	348/21	129/46
	Economically Disadvantaged	306/18	184/17	46/52
	Students With Disabilities	74/7	40/3	0/0
	English Language Learners	15/27	8/25	2/100
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	519/61	528/47	1107/55
	Economically Disadvantaged	291/52	294/38	613/47
	Students With Disabilities	64/30	68/15	127/17
	English Language Learners	14/36	14/29	28/43

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	574/38	568/45	293/27
	Economically Disadvantaged	351/32	341/35	180/22
	Students With Disabilities	80/10	59/3	41/7
	English Language Learners	12/8	11/0	8/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	515/17	241/31	356/23
	Economically Disadvantaged	323/14	100/23	202/18
	Students With Disabilities	70/9	2/0	27/4
	English Language Learners	11/9	0/0	8/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	543/62	574/57	620/69
	Economically Disadvantaged	330/51	344/45	379/61
	Students With Disabilities	70/23	68/19	76/37
	English Language Learners	10/30	12/33	15/53

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	31	27	12	21	22	23	27			
ELL	46	57	45	33	26	20					
ASN	88	71		88	38			100	100		
BLK	24	30	19	21	27	19	15	46			
HSP	55	53	57	46	36	17	50	86	82		
MUL	43	38	30	43	38	27	25	58			
WHT	60	52	39	63	49	28	66	79	74		
FRL	44	44	33	45	38	24	47	69	67		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	547
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	
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	81
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	25
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	54
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	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	57
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We are finding that Science Achievement, Social Studies Achievement, and Middle School Acceleration points all continue to be strong areas for our school. However, we are showing declining performance in the learning gains of our lower quartile and the performance of our ESSA subgroups. We have also noticed a problem with attendance, the number of referrals, and the number of suspensions.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our greatest areas of improvement would be in the learning gains of our lowest quartiles in both ELA and Math. These two areas would also encompass our two ESSA subgroups. Also, we need to work on decreasing the number of referrals written on our campus.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for the lower quartile would be a change in our demographic population and the need for research-based instructional strategies to be employed in the classroom. This could be addressed by training our teachers on teacher clarity, student engagement, classroom movement, etc. The change in demographics would also affect the number of referrals written. Again, teachers need training on the new population of students they are teaching, as well as more behavioral supports within the classroom.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our greatest improvement was found in the areas of ELA achievement and SWD achievement in all curricular areas--ELA, Math, Science, and Social Studies.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors that contributed to this improvement would be employing engagement strategies, using small group instruction, focusing on the growth mindset, using technology in the classroom, and building teacher-student relationships. The new actions taken this past school year included the introduction of 1:1 technology for the students and focusing on teacher-student relationships.

What strategies will need to be implemented in order to accelerate learning?

In an effort to accelerate learning, we need to engage in teacher clarity training, starting a mentorship program, encouraging the use of TPTs in all classrooms, employing more small group instruction, and providing middle school students with short "brain breaks" that encourage movement.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers will be participating in a book study on "Clarity for Learning" by Almarode and Vandas. There will be multiple professional development sessions to discuss the content of this book as well. The administration will continually model the use of movement-related "brain breaks" in all meetings/ trainings. Our AVID teachers will learn and employ WICOR strategies in the classroom. Finally, teachers will get refresher lessons on restorative practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure the sustainability of these services we will employ, district learning walks, administrative classroom drop-ins, monthly discipline reviews, and incorporate SEL training during our newly created Panther Time.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	This Area of Focus aligns to VCS Strategic Goal 1--Engage all students in high levels of learning EVERY day. After conducting our Needs Assessment and Analysis, it was discovered that our Lower Quartile Learning Gains in Mathematics have been historically declining. They began at 46% in 2017-2018, then dropped to 35% in 2018-2019, and dropped again to 25% in 2020-2021. This is below both the district and state averages for this data component. Moreover, further analysis revealed that the majority of our students in this lower quartile were also in our two targeted ESSA subgroups--SWD and African-Americans.
Measurable Outcome:	We will increase the percentage of students in our Lower Quartile making learning gains in Mathematics from 25% to 35%, including the ESSA subgroups SWD and African-Americans.
Monitoring:	This Area of Focus will be monitored through classroom visits and data analysis discussions. Our school will participate in district data walks and weekly administrative classroom drop-ins. During these visitations, we will monitor for specific mathematics classroom look-fors, including teacher clarity. Mathematics teachers will also administer district assessments frequently to monitor learning. This data will be discussed during weekly PLCs and monthly SLT meetings to determine instructional adjustments needed to impact student growth. Also, coaching cycles may be implemented according to teacher need as demonstrated through classroom observations and student performance data.
Person responsible for monitoring outcome:	Kristen Pirkey (kdpirkey@volusia.k12.fl.us)
Evidence-based Strategy:	Teachers will be participating in a book study and professional development sessions on our evidence-based strategy of Teacher Clarity. Following this learning, they will implement the teacher clarity strategies into their classroom lessons. Implementation will be monitored by data walks and administrative classroom drop-ins. Teachers will receive feedback from these walkthroughs to guide them in further planning and instruction.
Rationale for Evidence-based Strategy:	According to John Hattie, teacher clarity has an effect size of .75. While the average effect size of .4 is equal to one year of learning, this strategy is almost double that. Therefore, its impact on student learning should be significantly greater than average if the technique is implemented with fidelity. Hattie has further identified teacher clarity as developing clear, appropriate learning targets and success criteria, identifying this information to students at the beginning of the lesson, referencing it throughout the lesson, ensuring that all instructional strategies and learning tasks are aligned, and ensuring that instruction is relevant, accurate, and comprehensible to the students.

Action Steps to Implement

Engage all faculty in the book study "Clarity for Learning" by Almarode and Vandas and hold six professional development sessions to train teachers on the strategies presented in the book

Person Responsible	Savannah Brock (sdbrock@volusia.k12.fl.us)

Conduct district led data walks and weekly administrative classroom drop-ins to focus on the implementation of teacher clarity

Person Responsible	Susan Tuten (smtuten@volusia.k12.fl.us)

Administer all district assessments to monitor student performance in mathematics

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

Conduct weekly PLC meetings and monthly SLT meetings to review data and determine instructional adjustments needed for student growth

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

Ensure that all mathematics teachers have a common planning time to meet to discuss instructional strategies and student data

Person Responsible Robert Voges (rjvoges@volusia.k12.fl.us)

Ensure that teachers have the necessary support from District Resource Teachers as needed throughout plan implementation

Person Responsible Susan Tuten (smtuten@volusia.k12.fl.us)

Provide tutoring/remediation sessions to assist students struggling in mathematics before school and during school through the Panther Time period

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	This Area of Focus aligns to VCS Strategic Goal 1--Engage all students in high levels of learning EVERY day. After conducting our Needs Assessment and Analysis, it was discovered that our Lower Quartile Learning Gains in ELA have been historically declining. They began at 39% in 2017-2018, then dropped to 35% in 2018-2019, and dropped again to 34% in 2020-2021. This is below both the district and state averages for this data component. Moreover, further analysis revealed that the majority of our students in this lower quartile were also in our two targeted ESSA subgroups--SWD and African-Americans.
Measurable Outcome:	We will increase the percentage of students in our Lower Quartile making learning gains in ELA from 34% to 40%, including the ESSA subgroups SWD and African-Americans.
Monitoring:	This Area of Focus will be monitored through classroom visits and data analysis discussions. Our school will participate in district data walks and weekly administrative classroom drop-ins. During these visitations, we will monitor for specific ELA classroom look-fors, including teacher clarity. ELA teachers will also administer district assessments frequently to monitor learning. This data will be discussed during weekly PLCs and monthly SLT meetings to determine instructional adjustments needed to impact student growth. Also, coaching cycles may be implemented according to teacher need as demonstrated through classroom observations and student performance data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will be participating in a book study and professional development sessions on our evidence-based strategy of Teacher Clarity. Following this learning, they will implement the teacher clarity strategies into their classroom lessons. Implementation will be monitored by data walks and administrative classroom drop-ins. Teachers will receive feedback from these walkthroughs to guide them in further planning and instruction.
Rationale for Evidence-based Strategy:	According to John Hattie, teacher clarity has an effect size of .75. While the average effect size of .4 is equal to one year of learning, this strategy is almost double that. Therefore, its impact on student learning should be significantly greater than average if the technique is implemented with fidelity. Hattie has further identified teacher clarity as developing clear, appropriate learning targets and success criteria, identifying this information to students at the beginning of the lesson, referencing it throughout the lesson, ensuring that all instructional strategies and learning tasks are aligned, and ensuring that instruction is relevant, accurate, and comprehensible to the students.

Action Steps to Implement

Engage all faculty in the book study "Clarity for Learning" by Almarode and Vandas and hold six professional development sessions to train teachers on the strategies presented in the book

Person Responsible Savannah Brock (sdbrock@volusia.k12.fl.us)

Conduct district led data walks and weekly administrative classroom drop-ins to focus on the implementation of teacher clarity

Person Responsible Susan Tuten (smtuten@volusia.k12.fl.us)

Administer all district assessments to monitor student performance in ELA

Person Responsible   Heather Ryan (hryan1@volusia.k12.fl.us)

Conduct weekly PLC meetings and monthly SLT meetings to review data and determine instructional adjustments needed for student growth

Person Responsible   Heather Ryan (hryan1@volusia.k12.fl.us)

Ensure that all ELA teachers have a common planning time to meet to discuss instructional strategies and student data

Person Responsible   Robert Voges (rjvoges@volusia.k12.fl.us)

Ensure that teachers have the necessary support from the Instructional Coach as needed throughout plan implementation.

Person Responsible   Heather Ryan (hryan1@volusia.k12.fl.us)

Ensure that teachers are fully integrating technology into their classroom instruction, including NewsELA, HMH Digital Text, Achieve 3000, Read 180, System 44, and Learning Ally.

Person Responsible   Saundra Murray (slmurray@volusia.k12.fl.us)

Provide tutoring/remediation sessions to assist students struggling in ELA during school through the Panther Time period

Person Responsible   Heather Ryan (hryan1@volusia.k12.fl.us)

#3. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	This Area of Focus aligns to VCS Strategic Goal 3--Provide a safe, healthy and supportive environment. After conducting our Needs Assessment and Analysis, it was discovered that our students had a total of 1304 discipline events that resulted in 527 suspensions. This results in time out of the classroom and lost instruction. Further analysis also revealed that many of the students who are receiving the discipline referrals are in our lower quartiles in Math and ELA, and also our ESSA subgroups--SWD and African-Americans.
Measurable Outcome:	Our school will decrease the number of student discipline referrals by 20%. Our total discipline events will then decrease from 1304 to 1044.
Monitoring:	This Area of Focus will be monitored through classroom visits and data analysis discussions. Our school will conduct weekly administrative classroom drop-ins. During these visitations, we will monitor for implementation of behavioral strategies and restorative practice techniques. Our Dean of Student Relations will also track all discipline data. This data will be discussed during weekly administrative meetings to determine any behavioral supports required by the faculty. Also, our Restorative Practice Team will be available to work with teachers as needed with students.
Person responsible for monitoring outcome:	Hannah Hendricks (hmhendri@volusia.k12.fl.us)
Evidence-based Strategy:	Our teachers will continue to receive training on restorative practices throughout the school year. They will also meet in grade level teams to employ the training on teacher clarity to ensure uniform expectations for all classrooms within a particular grade level.
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 .62 and teacher-student relationships have an affect size of .48. Those will be in conjunction with the use of teacher clarity, with an effect size of .75, to ensure consistency amongst behavioral expectations. Therefore, this should also show a larger than average impact on learning.

Action Steps to Implement

Create and utilize a Restorative Practices Team to provide training to faculty and assist with classroom discipline issues

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

Have grade level teams meet to develop consistent behavioral expectations for students

Person Responsible	Susan Tuten (smtuten@volusia.k12.fl.us)

Promote positive behavioral strategies campus-wide

Person Responsible	Hannah Hendricks (hmhendri@volusia.k12.fl.us)

Implement a positive behavioral referral program

Person Responsible	Hannah Hendricks (hmhendri@volusia.k12.fl.us)

Participate in the League of Mentors

Person Responsible	Susan Tuten (smtuten@volusia.k12.fl.us)

Teach SEL strategies during Panther Time and during PASS

Person Responsible	Hannah Hendricks (hmhendri@volusia.k12.fl.us)

Seek assistance from our district Restorative Practices Specialist to conduct student/parent mediation sessions as necessary

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing our school's SESIR incident and discipline data and comparing it to other schools in our district and across the state, we have identified fighting as our top area of concern. It is ranked as Very High, #499/553. Ormond Middle plans to reduce the number of fighting incidents on our campus by implementing the following strategies.

School Responsibilities:
-Create and utilize a Restorative Practices Team
-Participate in the League of Mentors program
-Review incident data monthly at SLT meetings and weekly at administrative meetings

Teacher Responsibilities:
-Monitor the hallways at the beginning and ending of school, during class changes, and during lunch time
-Develop clear expectations regarding fighting and share them with students
-Inform counselors, Dean, or administration of any perceived problems between students as soon as possible

As previously mentioned, data will be discussed weekly during administration meetings and shared with our School Leadership Team monthly. At that time, we will reevaluate the efficacy of our plan and readjust responsibilities as necessary.

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.

Our school began learning and implementing Restorative Practices during the 2019-2020
school year. Last year, we learned more about restorative practices through our book study on Hacking School Discipline. We plan to continue implementing that strategy during the 2021-2022 school year.
Our teachers will continue to receive training on restorative practices through our new Restorative Practices Team. This team will also be available to mediate student conflict and provide behavioral supports to teachers as necessary. Our Dean will also 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 SEL strategies and practice circles within their classrooms during our Panther Time. All of this is done in an effort to promote a positive school climate.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our school website and Messenger system are utilized to provide communication to both our families and the community. All school administrators and leaders have access to these platforms to share news and events with our stakeholders. We host an Open House event and SAC meetings during the evenings to increase parent involvement in these organizations. Parents are also encouraged to participate in our PTSA. Parents are always able to email their students' teachers as a means of communication. Faculty email 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. We also have Twitter and Facebook pages to share school news with our parents and the community. Finally, our Dean of Student Relations and Restorative Practices Team are tasked with promoting a positive school culture by engaging in activities such as Welcome Back to School, Panther of the Month, Positive Referral Program, Do the Right Thing, and Faculty and Staff Recognitions.