Ormond Beach Elementary School

2021-22 Schoolwide Improvement Plan

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Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

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

Demographics

Principal: Shannon Hay

Start Date for this Principal: 5/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: A (62%) 2016-17: A (65%)
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)
Elementary School KG-5	Yes	70%

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

School Board Approval

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SIP Authority

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

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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hay, Shannon	Principal	• Work with district leadership to access and collect data for stakeholders and school-based, specifically School Leadership Team (SLT), teams. Collaborate with administrative team (AP and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with district leadership and administrative team to facilitate SLT SIP Planning meeting; assign roles and responsibilities for SIP process. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Plan for and facilitate teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration • Initiate, plan, and facilitate meetings with key stakeholders (district, school, families, etc.) to ensure the SIP Areas of Focus align with Volusia County School's Strategic Plan 2020-2023 and the academic and social emotional needs of students (Kindergarten – 5th). • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus; ensure action steps align with the SIP's determined Areas of Focus. • Identify and designate personnel to monitor action steps and progress monitoring data; identified personnel will also monitor the implementation of SIP action steps for fidelity and effectiveness. Reflect on progress monitoring data, lead team into decision-making regarding any action step modifications. • Complete observations/walkthroughs. Collaborate with district leaders, administrative team, SLT, and instructional staff to identify professional development needs. Schedule and plan for professional development. Support instructional staff in professional growth.
Callahan, Sarah	Assistant Principal	• Assist principal with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT) and School Advisory Council. Collaborate with administrative team (principal and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.).

Name	Position Title	Job Duties and Responsibilities
		• Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Complete observations/walkthroughs. Collaborate with administrative team, SLT, and instructional staff to identify professional development needs. Schedule, plan for, and present professional development. Support instructional staff in professional growth. • Create annual School Improvement Plan document in CIMS; upload necessary documentation into platforms (CIMS, Teams, etc.). Meet district upload deadlines (August/September; November; January/February) • Plan for (collect and prepare state assessment and student climate data) and facilitate beginning and mid-year stakeholder presentations (SAC, families, faculty/staff, SLT). Update action steps in platforms based on stakeholder input • Oversee the facilitation and completion of school-based climate surveys. Collect, synthesize, and report climate survey data and SEL goal progress to stakeholders (August; November/December; February; May)
Reheiser, Julie	Instructional Coach	• Assist principal with the collection of data for stakeholders and school-based teams—specifically the School Leadership Team (SLT). Collaborate with administrative team (principal and AP) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with administrative team to facilitate SLT SIP Planning meeting based on district agendas and presentations. Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with stakeholders. • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications.
Bronson, Jennifer	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with SLT and instructional staff to identify teacher and student

Name	Position Title	Job Duties and Responsibilities
		need regarding instructional support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Provide feedback on the fidelity and effectiveness of SIP action steps. Collect, process, and distribute progress monitoring data when needed; reflect on data and support principal and SLT in action step modifications. • Assist with the design, implementation, and assessment of intervention strategies.
Tomlinson, Michelle	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.
Cowin, Ashley	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.
Every, Tammy	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity

Name	Position Title	Job Duties and Responsibilities
		and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.
Neat, Jeanne	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.
Lohmann, Lauren	Teacher, K-12	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.
Hammonds, Robbin	Teacher, Adult	• Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications.

Demographic Information

Principal start date

Thursday 5/17/2018, Shannon Hay

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.*

23

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.*

6

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

302

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

2

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

5

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	44	51	53	51	39	47	0	0	0	0	0	0	0	285
Attendance below 90 percent	4	6	2	8	7	7	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	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	1	1	0	0	0	0	0	0	0	2

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/24/2021

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	32	52	45	35	42	35	0	0	0	0	0	0	0	241
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

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

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

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	32	52	45	35	42	35	0	0	0	0	0	0	0	241
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

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

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

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				68%	56%	57%	67%	55%	56%
ELA Learning Gains				61%	56%	58%	63%	51%	55%
ELA Lowest 25th Percentile				45%	46%	53%	63%	39%	48%
Math Achievement				65%	59%	63%	78%	60%	62%
Math Learning Gains				48%	56%	62%	64%	54%	59%
Math Lowest 25th Percentile				42%	43%	51%	56%	40%	47%
Science Achievement				59%	57%	53%	44%	58%	55%

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
03	2021					
	2019	79%	58%	21%	58%	21%
Cohort Comparison						
04	2021					
	2019	61%	54%	7%	58%	3%
Cohort Comparison		-79%				
05	2021					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	60%	17%	62%	15%
Cohort Comparison						
04	2021					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-77%				
05	2021					
	2019	53%	54%	-1%	60%	-7%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Throughout the 2020-2021 SY, the administrative, school leadership, and grade level PLC teams used a variety of monitoring tools, including iReady ELA and Math.
ELA - District Progress Monitoring assessments
Math - District Math Topic Check assessments
Science - District SMTs, VSTs, and Science Topic Check assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94	87	90
	Economically Disadvantaged			
	Students With Disabilities	79	70	74
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	80	85	88
	Economically Disadvantaged			
	Students With Disabilities	57	86	87
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76	82	71
	Economically Disadvantaged			
	Students With Disabilities	60	80	70
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	93	94	75
	Economically Disadvantaged			
	Students With Disabilities	100	100	100
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	77	71
	Economically Disadvantaged			
	Students With Disabilities	50	60	75
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	81	70
	Economically Disadvantaged			
	Students With Disabilities	56	83	70
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	88	62	87
	Economically Disadvantaged			
	Students With Disabilities	78	50	80
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	82	84	78
	Economically Disadvantaged			
	Students With Disabilities	60	74	64
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	90	66	76
	Economically Disadvantaged			
	Students With Disabilities	83	63	68
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	73	87
	Economically Disadvantaged			
	Students With Disabilities	56	85	92
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	54	74
	Economically Disadvantaged			
	Students With Disabilities	80	40	76
	English Language Learners			

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	41			47							
BLK	50			58							
WHT	71	57		68	48		59				
FRL	64	54		69	46		54				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	33	36	26	35	33	17				
BLK	47	46		53	38						
HSP	73	70		57	55						
MUL	55			55							
WHT	71	62	52	69	51	42	68				
FRL	65	58	45	64	49	48	57				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	75	63		81	79		31				
BLK	48	56		55	35		20				
HSP	58	55		58	64						
WHT	71	65	65	84	71	62	50				
FRL	66	65	67	77	66	63	43				

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	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	5
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

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

Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	61
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	57
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?

School wide: math LQ at 33% (-9 pts.), ELA LQ at 50% (+ 5 pts.), math LG at 52% (+4 pts.)
ESSA Subgroups:
• SWD subgroup showed an overall decline in ELA LG (40%; -23 pts.); ELA Ach (44%; -31 pts.); ELA LQ (50%; -29 pts)
• SWD subgroup showed an overall decline in Math Ach (50 % ; -25 pts.)
• African American subgroup showed an overall decline in ELA LQ at 5% (-38 pts.)
• Sci Ach at 40% (+29 pts.)

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

School wide: math LQ at 33% (-9 pts.), ELA LQ at 50% (+ 5 pts.), math LG at 52% (+4 pts.)
ESSA Subgroups:
• SWD subgroup showed an overall decline in ELA LG (40%; -23 pts.); ELA Ach (44%; -31 pts.); ELA LQ (50%; -29 pts)
• SWD subgroup showed an overall decline in Math Ach (50 % ; -25 pts.)
• African American subgroup showed an overall decline in ELA LQ at 5% (-38 pts.)

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

Overall contributing factors:
•Student mobility/enrollment (in-person and online) and attendance
•Loss of learning for students enrolled and/or moving between virtual and in-person learning platforms
•Structure, expectations, and implementation of tutoring programs and resources
•Home supports for learning do not always support the learning needs of the student
•Lack of stamina (stamina, problem-solving, perseverance)
•Test-taking skills
•Use of correct academic language in content areas
•Capacity to scaffold standards to meet the needs of all students (incl ESSA subgroups)

Math
•Lack of fluency and automaticity regarding foundational math skills/facts

ELA
•Lack of fluency, automaticity, and retention of foundational literacy skills/facts
•Comprehension

SEL
•Families' loss of jobs/homes
•Lack of emotional regulation skills
•Family/home stress

New Actions
•Review intervention plan with grade level teams at PLC (review throughout the year, as needed)
•Additional resources to support learning during regular instruction and tutoring (manipulatives, technology, learning platforms and software, etc.)
•Determining a clear system of structure and implementation for tutoring and learning programs/

opportunities
•Identifying and grouping students in tutoring (use Leadership Team to group students; match student need to teacher expertise)
•Tutoring Cycles
•Communicate the importance of instructional support programs (tutoring, at home practice, etc.) with families rebrand/re-market tutoring
•Resources for intervention, remediation and acceleration
•Consistency in test-taking and instructional strategies across grade levels
•Use curriculum maps to identify correct verbiage; determine the use of academic language and shift(s) in the standards' language
•Ensure structures for intervention/support facilitation enable staff to implement and follow schedules with fidelity
•Implement small group/whole group instruction with fidelity

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

•ELA LQ and overall math achievement (5 pt. increase in each category)

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

•Implementation of the collection of LQ data for monitoring purposes
•More frequent meetings to analyze progress monitoring data
•Data-driven additional intervention time (during Semester II)

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

•Continued, timely data analysis meetings used to group students for remediation, intervention, and acceleration
•Teacher Clarity PD (learning targets and success criteria, specifically)
•Continue FSA Buddies/League of Mentors

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.

•District-provided Teacher Clarity PD
•School-Based Teacher Clarity book study
•PD on Instructional Best Practices
•PD on Differentiated Instruction (grouping, acceleration/remediation)

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

•The use of Title I funding to provide learning support for students (math/reading intervention teacher; supplemental learning materials, etc.)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our first area of focus is to Increase overall achievement in math for students in the Lowest Quartile. This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. Our Needs Assessment and Analysis revealed that our math Proficiency was at 70%; however, while only 52% showed and Learning Gains and only 33% of students in the Lowest Quartile demonstrated proficiency. Further analysis revealed that 100% of SWD who were also in the lowest quartile demonstrated proficiency, while only 50% SWD showed overall proficiency and only 60% of SWD demonstrated learning gains. This area of focus was chosen was chosen because our school's lowest level of achievement was in that area—declining from 42% to 33% (-9 pts.) overall.
Measurable Outcome:	Increase achievement in math standards for students in the lowest quartile from 33% to 60%
Monitoring:	This Area of Focus will be monitored through frequent classroom observations using: •Instructional walkthroughs that use a tool with specific look-fors (including learning targets and success criteria), •PLC and Grade-Level data chats to determine instructional adjustments needed to impact student growth (data collected and analyzed will come from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). •Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data
Person responsible for monitoring outcome:	Shannon Hay (sehay@volusia.k12.fl.us)
Evidence-based Strategy:	•Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps. •Continued use of regular data analysis to drive student grouping, intervention, remediation, and acceleration (weekly iReady reports from AP; implementation of ESE support facilitators at grade-level PLC and Planning Days)
Rationale for Evidence-based Strategy:	If OBE implements best practices based on the elements of teacher clarity, we will increase students' abilities to recognize WHAT they are to learn and KNOW when SUCCESS is met. Teacher Clarity effect size is 0.75; average affect size is 0.40 equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity (Hattie, 2009). If OBE continues to increase the amount of consistent and reliable data from which we can design effective…instruction to address student needs/gaps. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention and 0.60 for Direct Instruction 0.60.
Action Steps to Implement	

Present Spring 2021 Assessment Data reviewed during Summer SLT and discuss the need for Teacher Clarity and ongoing, regular progress monitoring

Person Responsible Shannon Hay (sehay@volusia.k12.fl.us)

Professional Development training provided/to be provided: Teacher Clarity (Learning Targets and Success Criteria); Differentiated Instruction; Instructional Best-Practices

Person Responsible Julie Reheiser (jmreheis@volusia.k12.fl.us)

Implementing learning targets and success criteria in PLC; Implementing structured data analysis and coaching support during Grade-Level Planning Days

Person Responsible Julie Reheiser (jmreheis@volusia.k12.fl.us)

Weekly review of iReady data to monitor student growth in ELA and math skills and grade level standards.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

Use data to determine/target specific student need and effective researched-based interventions based on those needs

Person Responsible Julie Reheiser (jmreheis@volusia.k12.fl.us)

Provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.

Person Responsible Shannon Hay (sehay@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our second area of focus is to Increase overall learning gains for all students in math. This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. Our Needs Assessment and Analysis revealed that our math Proficiency was at 70%; however, while only 52% showed and Learning Gains and only 33% of students in the Lowest Quartile demonstrated proficiency. Further analysis revealed that while 100% of SWD who were also in the lowest quartile demonstrated proficiency, only 50% of SWD showed overall proficiency—and only 60% of SWD demonstrating learning gains. Math learning gains were chosen as an area of focus because it is our school's third lowest level of achievement at 52% (+4 pts. increase).
Measurable Outcome:	Increase achievement in math standards for students in the lowest quartile from 52% to 60%
Monitoring:	This Area of Focus will be monitored through frequent classroom observations using: • Instructional walkthroughs that use a tool with specific look-fors (including learning targets and success criteria), • PLC and Grade-Level data chats to determine instructional adjustments needed to impact student growth (data collected and analyzed will come from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). • Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data
Person responsible for monitoring outcome:	Julie Reheiser (jmreheis@volusia.k12.fl.us)
Evidence-based Strategy:	• Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps. • Continued use of regular data analysis to drive student grouping, intervention, remediation, and acceleration (weekly iReady reports from AP; implementation of ESE support facilitators at grade-level PLC and Planning Days)
Rationale for Evidence-based Strategy:	If OBE implements best practices based on the elements of teacher clarity, we will increase students' abilities to recognize WHAT they are to learn and KNOW when SUCCESS is met. Teacher Clarity effect size is 0.75; average affect size is 0.40 equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity (Hattie, 2009). If OBE continues to increase the amount of consistent and reliable data from which we can design effective…instruction to address student needs/gaps. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention and 0.60 for Direct Instruction 0.60.

Action Steps to Implement

Present Spring 2021 Assessment Data reviewed during Summer SLT and discuss the need for Teacher Clarity and ongoing, regular progress monitoring

Person Responsible	Shannon Hay (sehay@volusia.k12.fl.us)

Professional Development training provided/to be provided: Teacher Clarity (Learning Targets and Success Criteria); Differentiated Instruction; Instructional Best-Practices
Implementing structured data analysis and coaching support during Grade-Level Planning Days
Implementing learning targets and success criteria in PLC

Person Responsible   Julie Reheiser (jmreheis@volusia.k12.fl.us)

Weekly review of iReady data to monitor student growth in math skills and grade level standards.

Person Responsible   Sarah Callahan (sacallah@volusia.k12.fl.us)

Use data to determine/target specific student need and effective researched-based interventions based on those needs

Person Responsible   Shannon Hay (sehay@volusia.k12.fl.us)

Provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.

Person Responsible   Shannon Hay (sehay@volusia.k12.fl.us)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	One area of focus is to Increase overall achievement in ELA for students in the Lowest Quartile (LQ). This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. Our Needs Assessment and Analysis revealed that our ELA Proficiency was at 70%; however, while only 58% showed and Learning Gains and 50% of students in the Lowest Quartile demonstrated proficiency. Further analysis revealed that only 50% of SWD who were also in the lowest quartile demonstrated proficiency, and only 44% SWD showed overall proficiency with only 40% of SWD demonstrated learning gains. This area of focus was chosen was chosen because our school's second lowest level of achievement, and lowest in the ELA category, was in the area of ELA Lowest Quartile at 50% (5 pts gain) overall.
Measurable Outcome:	Increase achievement in ELA standards for students in the lowest quartile from 50% to 60%
Monitoring:	This Area of Focus will be monitored through frequent classroom observations using: • Instructional walkthroughs that use a tool with specific look-fors (including learning targets and success criteria), • PLC and Grade-Level data chats to determine instructional adjustments needed to impact student growth (data collected and analyzed will come from ongoing formative and summative school-based assessments, district-based progress monitoring assessments, and other progress monitoring tools (iReady, etc.). • Coaching cycles based on teacher need as demonstrated through weekly classroom observations and student performance data (additional persons Responsible: AP Sarah Callahan and Coach Julie Reheiser
Person responsible for monitoring outcome:	Shannon Hay (sehay@volusia.k12.fl.us)
Evidence-based Strategy:	•Our evidence-based strategy is Teacher Clarity. We will monitor it through frequent walkthroughs by school-based administrations, coaches, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students' learning and determining next steps. •Continued use of regular data analysis to drive student grouping, intervention, remediation, and acceleration (weekly iReady reports from AP; implementation of ESE support facilitators at grade-level PLC and Planning Days
Rationale for Evidence-based Strategy:	If OBE implements best practices based on the elements of teacher clarity, we will increase students' abilities to recognize WHAT they are to learn and KNOW when SUCCESS is met. Teacher Clarity effect size is 0.75; average affect size is 0.40 equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity (Hattie, 2009). If OBE continues to increase the amount of consistent and reliable data from which we can design effective…instruction to address student needs/gaps. John Hattie's Visible Learning reports an effect size of 1.29 for Response to Intervention and 0.60 for Direct Instruction 0.60.

Action Steps to Implement
Present Spring 2021 Assessment Data reviewed during Summer SLT and discuss the need for Teacher Clarity and ongoing, regular progress monitoring

Person Responsible	Shannon Hay (sehay@volusia.k12.fl.us)

Professional Development training provided/to be provided: Teacher Clarity (Learning Targets and Success Criteria); Differentiated Instruction; Instructional Best-Practices
Implementing structured data analysis and coaching support during Grade-Level Planning Days
Implementing learning targets and success criteria in PLC

Person Responsible Julie Reheiser (jmreheis@volusia.k12.fl.us)

Weekly review of iReady data to monitor student growth in ELA skills and grade level standards.

Person Responsible Sarah Callahan (sacallah@volusia.k12.fl.us)

Use data to determine/target specific student need and effective researched-based interventions based on those needs

Person Responsible Julie Reheiser (jmreheis@volusia.k12.fl.us)

Provide support to teachers through professional development, PLC, Data Chats, Team Planning, and individual teacher coaching.

Person Responsible Shannon Hay (sehay@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 comparing our school's SESIR incident and discipline data to other schools across the state, it was determined that our ranking was based upon the actions of one ESE student (EBD), which was ranked as high. Our school plans to address and reduce these incidents by implementing the following:

Professional Development 2021-2022SY:
-ASPECTS training
-DOJ Settlement Training
-Diversity training
-Student mentoring (League of Mentors/FSA Buddies)
-Provide incident/discipline data to faculty during SLT/faculty meetings, when applicable

Teachers and Staff will:
-Review student expectations and the Code of Conduct each semester, upon return from breaks, and when needed (administration)
-Develop clear expectations with students
-Implementing CHAMPS expectations and procedures class- and school-wide

Data chats will take place quarterly during faculty meetings to discuss the above implementation plan (what's working and what's not) based on the data.

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.

Ormond Beach Elementary School builds a positive school culture and environment for all stakeholders. Students have the opportunity every month to earn CHAMPion rewards for good behavior, in addition to individual classroom rewards. Certificates for academics, attendance, and other teacher-determined recognitions are awarded to students each quarter, with an awards ceremony for students and parents held at the end of the year. To promote unity, we invite all our stakeholders to wear their OBE shirts each Friday; we also have special t-shirt days in recognition of autism awareness, breastcancer, and bullying awareness. Our Safety Patrol works with our Kindergarten and 1st grade students to escort them to their after school locations; this aligns our younger kids with a "buddy" to ease anxieties they may have when transitioning in larger crowds. OBE holds 100th Day Celebrations, Idiom Day, and Literacy Week where all students and staff members are invited to participate collectively in a daily theme. Before kicking off Spring testing, our staff organizes a pep rally for our 3rd-5th Graders; Seabreeze HS band and dance teams come to perform, along with our staff members, for our students.
Ormond Beach Elementary School invites parents and community stakeholders to be involved in a variety of ways. The School Advisory Council, comprised of family and community members, business partners, and school staff, are responsible for reviewing and providing input on our annual climate surveys taken by families, staff, and students. Parent Input Forms are located in the main office year-round, and we use social media (Twitter, FaceBook), as well as our website, to advertise school events, communicate important information. Teachers are asked to meet a minimum of once per semester with parents to form a relationship and to
"touch base" regarding student successes and concerns, if applicable.
OBE also holds traditions for our staff. We host a Welcome Back Breakfast and Meet the Teacher Luncheon for our staff. Staff member recognitions are done at faculty meetings, the Teacher of the Year is celebrated in some way each month, and we are implementing a new recognition board where staff members can give "shout outs" to others who have helped them in some way.

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

Our school compact establishes expectations for all student, staff, and family members as outline below:

As an Ormond Beach Elementary student,
I recognize that my responsibility is to learn all that I can to be successful in life.
• I will be kind and respectful to my family, my teachers, others, and myself
• I will follow school rules and expectations

• I will always try my best to be prepared, to work hard, and believe in myself

As a Family Member of an Ormond Beach Elementary student,
I recognize that I have important responsibilities in helping my child succeed.
• I will provide a routine of rest, nutrition, and organization
• I will have open communication with my child, my child's teacher, and school staff
• I will attend parent/teacher conferences
• I will oversee the completion of my child's school assignments
• I will teach my child to respect themselves and others
• I will recognize and encourage efforts put forth by my child
• I will support learning by helping my child attend school regularly and on time

As an Ormond Beach Elementary School Teacher/Staff Member,
I believe every child can learn. I recognize that my most important responsibility
is to teach each student to the best of my ability.
• I will help each child be successful and encourage lifelong learning
• I will treat each child with respect and dignity
• I will tell and show students that they are capable, unique, and valued
• I will hold high expectations for students, their families, and all school staff, including myself
• I will provide a safe learning environment
• I will communicate and work with families to support student learning
• I will implement rigorous academic instruction aligned to the standards
• I will continue to develop professionally

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
3	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
		Total:	$0.00