Ormond Beach Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/21/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 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	2021-22: B (55%) 2018-19: B (56%) 2017-18: B (58%)
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	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	87%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To close the opportunity gap through challenging and engaging thinking to prepare all students for college and career readiness in our global society.

Provide the school's vision statement.

"The Legacy of Excellence Continues..."

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Iannarelli, Heather	Principal	Principal Iannarelli 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 receive remediation through the MTSS process. 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. Iannarelli 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.
Ciulla, Melissa	Assistant Principal	Mrs. Ciulla is the OBMS 8th grade administrator. She ensures that our 8th grade general education teachers provide quality instruction to our students and participate in data collection and discussions. She 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, she assist in our testing coordinator, overseeing all aspects for the administration of standardized tests
Fatta, Tara	School Counselor	Tara Fatta is one of Ormond Beach Middle School's Counselors. She assists and advises students about academic and personal decisions, she provides private counseling to students, assesses the ability and potential in students, and coordinates with fellow professionals on student matters. She helps develop, lead, and evaluate school core content standards/ programs; she identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; she identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence based intervention
Haynes, Lloyd	Assistant Principal	Dr. Haynes is the OBMS 7th grade administrator. He ensures that our 7th grade general education teachers provide quality instruction to our students and participate in data collection and discussions. Additionally, he is in charge of our safety and security procedures. He 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.

Name	Position Title	Job Duties and Responsibilities
Parris, Nancy	Teacher, K-12	
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 provides support for assessment and implementation monitoring; she disseminates information to her department.
Brashbaum, Adrienne	Teacher, K-12	Adrienne Rashbaum is Ormond Beach Middle School's ELA 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.
KELLEHER, SUSAN	Assistant Principal	Mrs. Kelleher 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 accommodations 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.
Hendricks, Hannah	Dean	Hannah Hendricks is the OBMS Dean of Student Relations. She is responsible for the 6th grade house and assist in 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

Name	Position Title	Job Duties and Responsibilities
		Learning Teacher Leaders, assists with running PST, PBIS and assisting teachers with positive behavior interventions in the classroom. She also is the testing coordinator and SAC Chair. where she is responsible for preparing for and running all SAC meeting
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.

Demographic Information

Principal start date
Thursday 7/21/2022, Heather Iannarelli M

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*
9

Total number of teacher positions allocated to the school
68

Total number of students enrolled at the school
997

Identify the number of instructional staff who left the school during the 2021-22 school year.
27

Identify the number of instructional staff who joined the school during the 2022-23 school year.
27

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	304	362	340	0	0	0	0	1006
Attendance below 90 percent	0	0	0	0	0	0	84	75	93	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	81	121	78	0	0	0	0	280
Course failure in ELA	0	0	0	0	0	0	22	21	9	9	0	0	0	61
Course failure in Math	0	0	0	0	0	0	19	20	20	0	0	0	0	59
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	60	92	93	0	0	0	0	245
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	80	95	89	0	0	0	0	264
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	41	47	0	0	0	0	113

Using the table above, complete the table below with the number of students by current grade level who have 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	82	104	95	0	0	0	0	281

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	1	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

Date this data was collected or last updated
Thursday 8/4/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	45%	50%				57%	51%	54%
ELA Learning Gains	44%						51%	51%	54%
ELA Lowest 25th Percentile	32%						35%	42%	47%
Math Achievement	61%	31%	36%				60%	54%	58%
Math Learning Gains	53%						51%	51%	57%
Math Lowest 25th Percentile	40%						35%	42%	51%
Science Achievement	63%	46%	53%				61%	58%	51%
Social Studies Achievement	74%	49%	58%				81%	71%	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	2022					
	2019	53%	50%	3%	54%	-1%
Cohort Comparison						
07	2022					
	2019	58%	47%	11%	52%	6%
Cohort Comparison		-53%				
08	2022					
	2019	54%	50%	4%	56%	-2%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	51%	48%	3%	55%	-4%
Cohort Comparison						
07	2022					
	2019	58%	47%	11%	54%	4%
Cohort Comparison		-51%				
08	2022					
	2019	35%	29%	6%	46%	-11%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	57%	3%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	68%	11%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	54%	44%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	55%	45%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	10	24	23	16	34	30	11	40			
ELL	48	43		57	70			64			
ASN	85	71		90	81		100		100		
BLK	28	41	37	26	40	26	27	47			
HSP	50	44	17	55	53	50	61	60	82		
MUL	43	29	29	50	49	33	46	71	70		
WHT	59	45	32	67	54	46	68	79	72		
FRL	42	37	27	49	50	39	56	64	63		
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					
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to FSA and progress monitoring assessments ELA Achievement decreased 2% in 2022 and has continued to decline for the past three years. LG decreased in ELA in addition to our subgroups for SWD and AA, LG increased math.
Decrease in Science Achievement Level in addition to our subgroups for SWD and AA.
SWD & AA comprised of large portion of discipline incidents including OSS.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

LQ in ELA in addition to our subgroups for SWD and AA. 7th grade cohort showed the least growth in ELA
Science Achievement Level in addition to our subgroups for SWD and AA.
Discipline and OSS for SWD and AA revealed disproportionate discipline resulting in LQ student missing instructional time in the classroom

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

Contributing Factors:
Student Engagement
Lack of researched based instructional strategies in the classroom that aligned to the standards

New Actions:
Collaborative planning
Teaming strategies
Total Participation Techniques: researched based instructional strategies
PBIS
SEL
PLC's focused standards aligned instruction

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Achievement increase by 3%
Math LQ increase by 25%
Math LG increased by 9%
Science increased by 4%

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

Contributing factors:
Effective data-driven PLC process
Consistency in math department/common planning
Small group instruction
Improving teacher/student relationships

New Actions:
Purchased & implemented IXL for all math classrooms
Tutoring/remediation during Panther Time
Mentor program
Teacher Clarity training

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

Strategies needed to accelerate learning include ensuring that PLCs are high-functioning (common assessments, assessment analyses, and action planning), data chats with students, Implement AVID strategies such as student progress monitoring and goal setting across instruction and behavior. Implement positive behavior strategies through PBIS

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.

Professional development book study: TPT: Total Participation Techniques
Student/Teacher Data Chats
PBIS
MTSS Training
DOJ Training

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 we will employ the Implementation of PBIS to include building relationships between teachers and students, data reviews, middle school teaming, discipline reviews, district data walks and incorporate SEL/team building strategies.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 students scoring proficiency in ELA have been historically declining. Student achievement 2017-2018 was 60% and gradually dropped over the last four to 54% in 2021-2022. This always falls below district and state averages for this data component. Further analysis revealed that most of the students in our Lowest Quartile were also in one or more of our two targeted ESSA Subgroups; SWD and BLK that performed below 41%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will increase the percentage of students demonstrating proficiency or higher 54% to 58% in ELA. By the end of the 2022-2023 school year, 80% of teachers will have standards posted, success criteria posted, and students will be able to explain what they are learning and how it relates to other lessons. Admin and instructional coach will participate in quarterly (minimum)learning walks to monitor instructional practices and provide feedback and coaching.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through frequent classroom observations using a walkthroughs tool with specific ELA look-fors, data chats to through PLC's and instructional leadership meetings, cross curriculum data and teaming chats to determine instructional adjustments needed to impact student growth. We will also use teachers data chats during team meetings to targets students for remediation and monitoring of academic achievement during discipline or absent time. Growth Measure Unit Assessments Level Set F.A.S.T (Florida assessment student thinking) 3x a year
Person responsible for monitoring outcome:	Heather Ryan (hryan1@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our evidence-based strategy is implementing Total participation technique strategies which will be introduced during PLCs. 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 by administration, coaches and peers, to guide them in planning and instructing.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Collective efficacy has a 1.57 effect size according to John Hattie. Using Total participation techniques (TPT) will increase the collective belief of teachers in their ability to positively affect students. TPT are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied. Several studies cite student engagement as a key ingredient in helping students stay in

Describe the resources/criteria used for selecting this strategy.	school and be successful (ASCD, 2010; Bridgeland et al., 2006; Lehr et al., 2004; Ream & Rumberger, 2008; Voke, 2002).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct PLCs focused on total participation techniques, discuss ideas for instruction, review student data, determine students who need additional instruction or intervention to be successful.

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

Provide Tier 2 or Tier 3 reading instruction for students who did not reach proficiency on the FSA.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus aligns to Strategic Plan Goal 1. Engage all students in high levels of learning everyday. As a result of our Needs Assessment and Analysis it revealed that our students with disabilities ELA proficiency dropped from 19% to to 8%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase learning gains of students with disabilities in all subject areas by 5%. ELA 10% to 15%, Math 16 to 21%, Science 11% to 16% and Social Studies 40% to 45%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation to increase LG of SWD & BLK subgroups. Two times per month PLCs will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. Instruction, curriculum and environment will all be assessed (ICEL) during each PLC. The instrument for data collection will be Achieve 3000 Lexile scores and FAST progress monitoring data.
Person responsible for monitoring outcome:	SUSAN KELLEHER (slkelleh@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports. Tier 1 & Tier 2 Reading will implement Achieve 3000/REWARDS which is program that provides differentiated instructional content that targets individual students' area of need. It will be monitored through fidelity checks during small group rotations and student self monitoring and accountability of Achieve 3000 Lexile scores ELA will utilize resources from the district's curriculum map and pacing guide to differentiate instruction and provide Tier 1 foundational instructional practices aligned to the English Language Arts B.E.S.T standards
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data-Based Decision Making. The power of a tiered system of supports rests in the fact that it is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-Tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity. Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame'enui, 2008; Hattie, 2015

used for selecting this strategy.	Schools will be provided with essential training in MTSS and its strategies to support student learning

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review student FSA data to determine the need for Tier 2 & Tier 3 reading intervention from the previous year and set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups based on by-weekly data review and determine how to meet the needs of students in Tier 2 and Tier 3 who are not responding to the interventions based on the Decision Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

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

Professional Learning through ERPLs on MTSS systems and structures.
Decision Rules Guidance
ICEL - Instruction, Curriculum, Environment, Learner

Person Responsible	SUSAN KELLEHER (slkelleh@volusia.k12.fl.us)

Implementation of PL of MTSS strategies following the District ERPLs through PLC's
Decision Rules guidance and ICEL Strategy; Tier 1 – 100% of students should receive Tier 1 and at least 80% of students should be meeting proficiency to indicate good quality core instruction. Tier 2 – 15% of students receive targeted level of prevention; Tier 3 – 3-5% of students receive intensive level of prevention

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is aligned to the District Strategic Plan 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 1882 discipline events that resulted in 501 suspensions. This results in time out of the classroom and lost instruction. Further analysis also revealed disproportionate discipline of minority students and students with disabilities. Data shows 18% of our population received 30% of referrals which consist of ESSA subgroups - SWD, AA and Multi-racial. Many of our students receiving the discipline referrals are also in our lower quartiles of Math and ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to decrease student referrals that result in OSS by 10%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through PBIS data chats based on referrals, PASS, suspension, disproportionate rates of discipline and academic achievement.
Person responsible for monitoring outcome:	Hannah Hendricks (hmhendri@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy will be Positive Behavior Intervention and Support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Positive Behavior Intervention & Support 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 collective teacher efficacy, with an effect size of 1.57, to ensure consistency amongst behavioral expectations. Therefore, this should also show a larger than average impact on learning.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning through ERPLs on MTSS/PBIS systems and structures.

Person Responsible   Heather Iannarelli (hmiannar@volusia.k12.fl.us)

Create and train school based PBIS team (summer, 2022) to implement school wide behavior expectations and train faculty

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

PBIS expectations will be posted in all classrooms and high frequency areas so students will be reminded daily of the expectations. PBIS School expectations lesson will be implemented in 1st period classes and on OBMS school news

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

Monthly monitoring of student discipline & observation data
Fall- Complete PBIS Implementation Checklist
Spring- Complete PBIS Implementation Checklist
End-of-Year-Complete Benchmarks of Quality and Tiered Fidelity Inventory

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

OBMS is committed to Improving the Culture for Learning and Student Readiness by implementing the following programs.
* Implement school-wide SEL curriculum as a Tier 1 support for all students
* Reinforce a school-wide behavior management system through PBIS Expectations and Rewards to
* Implement Teaming model which includes cross curricular collaboration

Develop additional opportunities for ESSA subgroups
• Implement small group intervention through Tier 2 & 3 intensive reading
• Implement small group instruction and MTSS strategies for teachers through PLC's

Involve Families and Community
• Invite parents, business partners, PTSA, and community in all school events
• Broaden our partnership with area businesses and manufactures including Ormond Chamber of Commerce and Board of Realtors
• Expose students to the local careers and colleges in 7th & 6th grade AVID program

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

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.

We also have Twitter and Facebook pages to share school news with our parents and the community. Finally, our Dean of Student Relations an PBIS 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.

Stakeholders include our SAC committee that meet monthly to review school needs and allocated funds for classroom requests that support school improvement.