

Volusia County Schools

# Ormond Beach Elementary School



2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: A (73%) 2018-19: B (55%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">28%</p>

## School Grades History

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

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**

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
Hay, Shannon	Principal	<ul style="list-style-type: none"> <li>• Work with district leadership to access and collect data for stakeholders and school based, specifically School Leadership Team (SLT), teams.</li> <li>• 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.</li> <li>• Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus.</li> <li>• 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.</li> <li>• 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).</li> <li>• Collaborate with SLT to determine action steps for the determined SIP Areas of Focus; ensure action steps align with the SIP's determined Areas of Focus.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Reheiser, Julie	Instructional Coach	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Support principal in the planning and facilitation of SIP meetings with stakeholders.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Collaborate with SLT and instructional staff to identify teacher and student 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.</li> <li>• 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.</li> <li>• Assist with the design, implementation, and assessment of intervention strategies.</li> </ul>
Maddox-Barrs, Francenia	Assistant Principal	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Support principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.).</li> <li>• 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.</li> <li>• Complete observations/walkthroughs. Collaborate with administrative team, SLT, and instructional staff to identify professional development</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>needs. Schedule, plan for, and present professional development. Support instructional staff in professional growth.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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</li> <li>• 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)</li> </ul>
<p>Cowin, Ashley</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness.</li> <li>• Reflect on presented data and support SLT in action step modifications.</li> </ul>
<p>Every, Tammy</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness.</li> <li>• Reflect on presented data and support SLT in action step modifications.</li> </ul>
<p>Hammonds, Robbin</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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,</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		remediation, and acceleration. <ul style="list-style-type: none"> <li>• Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness.</li> <li>• Reflect on presented data and support SLT in action step modifications.</li> </ul>
Neat, Jeanne	Teacher, K-12	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness.</li> <li>• Reflect on presented data and support SLT in action step modifications.</li> </ul>
Bronson, Jennifer	Other	<ul style="list-style-type: none"> <li>• 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</li> <li>• Collaborate with SLT and instructional staff to identify teacher and student 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.</li> <li>• 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.</li> <li>• Assist with the design, implementation, and assessment of intervention strategies.</li> </ul>

**Demographic Information**

**Principal start date**

Thursday 5/17/2018, Shannon Hay

**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.*

19

**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.*

6

**Total number of teacher positions allocated to the school**

22

**Total number of students enrolled at the school**

305

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

3

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

3

**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	40	42	38	59	45	39	0	0	0	0	0	0	0	263
Attendance below 90 percent	5	5	10	11	12	7	0	0	0	0	0	0	0	50
One or more suspensions	0	3	3	0	0	5	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	2	0	5	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	6	2	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	3	5	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	0	3	4	1	1	1	0	0	0	0	0	0	0	10

**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	1	1	3	3	4	0	0	0	0	0	0	0	12

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

**Date this data was collected or last updated**

Tuesday 8/16/2022

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

**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	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	

**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	71%	53%	56%				68%	56%	57%
ELA Learning Gains	71%						61%	56%	58%
ELA Lowest 25th Percentile	61%						45%	46%	53%
Math Achievement	81%	42%	50%				65%	59%	63%
Math Learning Gains	74%						48%	56%	62%
Math Lowest 25th Percentile	74%						42%	43%	51%
Science Achievement	77%	55%	59%				59%	57%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	58%	21%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	61%	54%	7%	58%	3%
Cohort Comparison		-79%				
05	2022					
	2019	62%	54%	8%	56%	6%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	60%	17%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	66%	59%	7%	64%	2%
Cohort Comparison		-77%				
05	2022					
	2019	53%	54%	-1%	60%	-7%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	57%	56%	1%	53%	4%
Cohort Comparison						

**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	45	63	60	60	65	55					
HSP	73			100							
WHT	71	74	69	80	72	64	80				
FRL	66	70	53	82	77	77	75				
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				

**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)	N/A
OVERALL Federal Index – All Students	73
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	509
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO



<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
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%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	87
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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	73
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	71
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?

School wide: Ormond Beach Elementary showed improvement in all school grade components on state assessments in 2022 as compared to state assessments in 2021. The percentage of possible points increased from 62% to 73% with the most significant increases in Math. Math Achievement increased by 11 points, while Math Learning Gains increased by 22 points and Math Lowest Quartile increased by 41 points. The school grade also showed a significant increase in number of students showing proficiency in science achievement going from 58 to 77.

iReady data analysis shows students in each grade level with deficits in phonics and a significant number of students in grades 1-5 with deficits in vocabulary and comprehension. Analysis of the math iReady results reveal deficits in algebra and algebraic thinking, as well as geometry.

SWD: Student with disabilities showed an increase in all ELA components with an increase of 1 point in Achievement, an increase of 27 points in Learning Gains, and an increase of 10 points in achievement for SWD in the lowest quartile. In math, SWD showed a 11-point increase in achievement, consistent with school wide results. Math learning gains for SWD increased by 3 points, while the number of SWD in the lowest quartile showing learning gains decreased by 45 points. SWD also showed a significant decrease in the number of students showing proficiency in science, with a decrease of 39 points from 50 to 11.

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

School Wide: The area demonstrating the greatest need for improvement is ELA Lowest Quartile. While the school showed an increase of 11 points in this area from 50 to 61, this component is significantly lower than other areas. This group also performed below the school goal of 60% of students meeting grade level proficiency on district ELA assessments, meeting the goal on zero assessments in 21-22. While students showed a significant increase in overall Math Achievement and Math Lowest Quartile, historically these areas have required great effort and focus to support students in meeting grade level standards. Students in the lowest quartile for math met the school goal of 60% of students reaching 70% or better on district math topic checks on 67% of the assessments.

SWD: Student with disabilities in the lowest quartile showed a significant decrease in learning gains in

2022 as compared to 2021 with a decrease of 45 points from 100 to 55. This subgroup also showed a significant decrease in science achievement with a decrease of 39 points from 50 to 11.

**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:

- Insufficient infrastructure for MTSS to be implemented with fidelity
- Lack of domain specific vocabulary in instruction
- Lack of fidelity regarding reading interventions not related to comprehension in intermediate grades.
- Student lack of stamina, problem solving, and perseverance
- Lack of collaborative planning time for special education teacher with general education teachers
- Lack of sufficient focus on struggling students and support for the PST process.
- Capacity to scaffold instruction to meet the needs of all students (including ESSA Subgroups)

Math

- Lack of fluency and automaticity regarding foundational math skills/facts

ELA

- Deficits in phonics skills, morpheme knowledge, and vocabulary
- Deficits in reading comprehension due to limited fluency

SEL

- Familial stressors including economic and housing worries
- Deficits in emotional regulation skills

New Actions:

- Adjust PLC schedule to include intervention teacher and PST chair
- Special education teachers attending general education PLC meetings
- Additional resources to support learning during small group classroom instruction and tutoring (manipulative, technology, learning platforms, supplemental instructional resources, etc)
- Monitor fidelity and appropriateness of intervention for all grades with administrative walk throughs
- Implement tutoring cycles to ensure alignment with Benchmarks
- Additional resources to support reading and math intervention
- Increase the use of domain specific vocabulary in instruction with fidelity checks
- Ensure structures for intervention and support facilitation enable staff to implement and follow schedules with fidelity
- Ensuring small group instruction follows district guidelines in structure and resources

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

Ormond Beach Elementary students showed the most improvement in Math Lowest Quartile with an increase of 41 points from 33 to 74. On district standards- aligned assessments, this group had an average score of 74% and met the school goal of at least 60% of students in the lowest quartile scoring at grade level proficiency on 67% of standards-aligned math topic checks.

The Florida Standards Assessments showed an increase of 22 points in math learning gains from 52% to 74%. iReady assessment data aligns with the FSA results with all grade levels achieving a median annual typical growth of at least 87%.

Another area of great improvement was Science Achievement with an increase of 19 points from 58 to 77. The level of proficiency on the state science assessment was matched with the Volusia County Standards Monitoring Test for science.

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

Math: Contributing factors to the increase in Math Lowest Quartile and Math Learning Gains include small group intervention provided by the math intervention teacher for all students in the lowest quartile and an increase in data-based discussions regarding math in professional learning communities. Collaborative planning in PLC and planning days allowed teachers to focus on planning instruction and intervention based on student data/needs. Additional resources for teachers, such as IXL, Reflex, and math manipulative also contributed to the improvement in student learning.

An additional contributing factor was the close monitoring of data and the aggregation of data based on ESSA groups.

Science: While 5th grade is the only grade level assessed in science, the school has developed a sense of collective efficacy contributing to the improvement in students showing grade level proficiency in science. An increased focus in science planning through PLC and planning days, instruction, and completing of hands-on learning, such as the district common experiments, has resulted in an increase in learning and retention of science standards across all grade levels. This has translated into a higher level of performance on the Florida State Science Standards Assessment.

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

Overall:

- Professional development and support for teachers in implementing the MTSS process with fidelity
- Coaching cycles with teachers to support effective instructional strategies

ELA:

- Increase in reading instruction, including intervention, in foundational reading skills and domain specific vocabulary
- Instruction and data collection regarding reading fluency in all grade levels

Math:

- Continued support from math intervention teacher
- Continue timely data analysis and planning based on demonstrated student need
- Increase opportunity for student to engage in problem solving activities

Science:

- Continued focus on science planning and instruction in all grade levels
- Increase number of hands-on science opportunities

SEL:

- Increase in teacher understanding and implementation of Restorative Practices as part of the school's PBIS plan

### **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 regarding navigation and implementation of MTSS.
- Hacking School Discipline book study focused on restorative practices
- Professional development focused on supporting foundational reading skills
- Professional development focused on small group instruction in both math and ELA
- Professional development focused on differentiating instruction to meet student needs
- Professional development based on instructional best practices.
- Individual coaching and support for teachers in regard to intervention practices

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

- Use of Title I funds to pay for intervention position focused on K-2 ELA and 3-5 math
- Use of Title I funds to provide additional instructional resources for reading and math intervention
- Reading intervention provided by the academic coach to support foundational skills

- After school tutoring for students demonstrating need
- Small group guidance support for student regarding emotional regulation and perseverance
- Administrative walk throughs to ensure actions are implemented with fidelity
- Coaching support for teachers

**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.**

The first area of focus for Ormond Beach Elementary is to increase learning gains for students in the lowest quartile in the area of English Language Arts. This aligns to Volusia County Schools' Strategic Plan Goal 1A "Engage ALL students in high levels of learning in English Language Arts EVERY day resulting in increased proficiency and growth. Data from the Florida Standards Assessment indicates that only 61% of students in the lowest quartile reached grade level proficiency in reading and this group did not meet the school's goal of at least 60% of students showing grade level proficiency on district provided standards-aligned assessments. Focus on improving learning gains for this group of students will result in more students reaching grade level proficiency and increase the school's overall achievement level in English Language Arts.

The lower level of learning gains for students in the lowest quartile is due to many factors including insufficient infrastructure for MTSS to be implemented with fidelity, lack of domain specific vocabulary during both whole group and small group instruction, and lack of fidelity in using needs-based interventions for students in phonics, morpheme knowledge, and vocabulary based on individual student data.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By May of 2023, 65% of students in the lowest quartile will show grade level proficiency on common benchmark-aligned common assessments.

By May of 2023, 90% of classroom teachers will use domain specific vocabulary as part of instruction as evidenced by administrative walk throughs.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

Student data from common assessments will be evaluated at professional learning community meetings with the academic coach and principal present to facilitate discussion. This group's data will be aggregated will be presented and discussed after each benchmark-aligned common assessment.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy: Describe the evidence-based strategy**

. Ormond Beach Elementary teachers will engage in explicit vocabulary instruction to include common use of domain specific vocabulary in instruction.

**being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Research shows that explicit instruction regarding word meaning for domain specific vocabulary and other unknown terms leads to greater reading comprehension. The use of vocabulary instruction through explicit teaching combines two strategies proven to impact student learning. According to Professor Hattie, Vocabulary Programs have an effect size of .67 and explicit instruction has an effect size of .57, both having potential to facilitate more than one year worth of growth in one school year. Teachers will continue to use the domain specific vocabulary and other new vocabulary during instruction as appropriate.

**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.

Introduce Florida State Assessment data and School Report Card data at School Improvement Plan Meeting. Discuss areas of need and focus for the 2022-2023 school year.

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

Teachers will engage in professional learning regarding vocabulary instruction during professional learning communities

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

PLC discussions will focus on domain specific vocabulary for upcoming lessons and anticipated unknown words.

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

The principal and assistant-principal will conduct weekly walkthroughs to collect data regarding use of domain specific vocabulary during instruction. Data will be reviewed by the administrative team weekly and individual or team level coaching will occur as needed.

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

Data, including iReady Diagnostic assessments, CSPM, and benchmark-aligned common assessment data will be reviewed to monitor students in the lowest quartile and vocabulary proficiency/growth after each assessment.

**Person Responsible** Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

Provide support to teachers through professional learning, PLC, data chats, grade level planning, and individual teacher coaching.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The second area of focus is for Ormond Beach Elementary to ensure the use of benchmark-aligned resources in order to maintain the level of math achievement, math learning gains, and math learning gains for the lowest quartile of students at the levels of achievement shown on the 21-22 Florida Standards Assessment. This area of focus aligns with Volusia County School's Strategic Plan Goal 1B to "Engage ALL students in high levels of Mathematics EVERY day resulting in increased proficiency and growth." While math results both on the Florida Standards Assessment and standards-aligned common assessments showed an improvement in all areas of math achievement and growth for Ormond Beach Elementary (with the exception of SWD in the lowest quartile), this came with a great deal of focus and attention. Historically, student achievement and learning gains have been significantly lower in math than the levels shown on the 2022 FSA. It is important to maintain the focus on continuing the high levels of achievement and gains so as not to lose the progress made. As teachers continue to focus on their improved practices, this will not only maintain the levels of achievement and growth for all students, but it will help to improve the growth of SWD falling into the lowest quartile. This subgroup showed only a small improvement over past years.

The 22-23 school year marks a change from Florida Standards to B.E.S.T. Benchmarks and resources will not support student learning if they are not aligned with the new Benchmarks. While teachers have improved their instructional practice, they need to work to get to know the new Benchmarks and ensure that resources used are all aligned so as to be support student learning.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By May of 2022, 100% of Ormond Beach Elementary teachers will use benchmark-aligned resources for math instruction as evidenced by administrative walkthrough data.

By May of 2022 Ormond Beach Elementary will maintain a level in which 81% of students show grade levels proficiency in the area of math as measured by the Florida Assessment of Student Thinking (FAST).

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

- Instructional walk throughs used by administrators with data collection focused on Benchmark alignment, domain specific vocabulary, differentiation, teacher clarity, and adherence to the new math block instructional design.
- Data analysis and collaborative planning at professional learning community meetings and grade level planning using the Volusia County Schools Math PLC Planning Protocol with administrative and coach participation
- Coaching cycles based on teacher need as demonstrated through administrative walk-through data collection and student performance data

**Person responsible for monitoring outcome:**

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



**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will use the Math PLC Planning protocol to plan for benchmark-aligned math instruction during professional learning communities creating a climate of collective efficacy as they plan to meet the differentiated needs of all students within the MTSS framework using benchmark-aligned resources.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Florida has implemented new benchmarks for math instruction, requiring teachers to spend time getting to know the benchmarks, Big M documents, and the new curriculum. Collaborative planning using the structure provided by the Volusia County Schools Math PLC Planning Protocol will ensure focus is on familiarizing teachers with the essential elements needed to support students achieving grade level proficiency in math. The collaborative planning will allow teachers to support one another in meeting the needs of individual and groups of students through collective efficacy as they plan for benchmark-aligned instruction using benchmark-aligned resources. Collective efficacy is one of the highest impact strategies used in education with an effect size of 1.36 meaning it has potential for approximately three year of academic growth within one school year.

**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.

Introduce Florida State Assessment data and School Report Card data at School Improvement Plan Meeting. Discuss areas of need and focus for the 2022-2023 school year

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

Curriculum training for teachers focused on new math standards, Big M documents, the Big Ideas text book, and the math PLC Planning protocol

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

Restructuring of PLC focus to include prioritization on collaborative planning using the Math PLC Protocol with benchmark-aligned resources

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

Math Regional Resource Teacher support in Professional Learning Communities to further support teachers in planning for math instruction using new B.E.S.T Standards, Big M documents, Big Ideas Text, and Math PLC Planning Protocol.

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

Monitoring assessment data after each chapter assessment in Professional Learning Communities with collaborative planning for intervention and support for students using explicit scaffolded instruction within the MTSS framework.

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

iReady Diagnostic and CSPM data review to monitor student growth and proficiency toward grade level benchmarks for all students after each diagnostic assessment.

**Person Responsible** Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

Provide support to teachers through professional learning, PLC, data chats, grade level planning, and individual teacher coaching.

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

**#3. 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 third area of focus for Ormond Beach Elementary is to increase the percentage of SWD in showing grade level proficiency to 50% in the area of ELA. The area of focus aligns with Volusia County School's Strategic Plan Goal 1A to "Engage ALL students in high levels of English Language Arts EVERY day resulting in increased proficiency and growth." The results of the 2022 FSA show a 1 point increase in the number of SWD showing grade level proficiency in ELA moving from 41 to 42%. The results of the 2021 and 2022 FSA are an improvement from 2019 where only 32% of students with disabilities showed grade level proficiency in ELA. District assessment data also shows that SWD are achieving at lower levels than their non-disabled peers. This is largely due to deficits in foundational reading skills such as phonics and reading fluency.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By May of 2023, 80% of Ormond Beach Elementary general education teachers will provide data-driven support to all students, including special education students, through appropriate interventions aligned with the Volusia County Schools Decision Tree for MTSS support in reading.

By May of 2023, Ormond Beach Elementary will increase the percentage of SWD showing grade level proficiency from 42% to 50% as measured by the Florida Assessment of Student Thinking (FAST) and benchmark -aligned common assessments.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

- Instructional walk through during the reading intervention block to ensure fidelity of support and resources.
- Instructional walk throughs in the general education classroom during with data collection focused on Benchmark alignment, differentiation, and teacher clarity
- Data analysis and collaborative planning at professional learning community meetings and grade level planning with administrative and coach participation to include special education teachers and the problem-solving team chair.
- Fidelity checks to monitor program and IEP goal alignment during support facilitation services.
- Coaching cycles based on teacher need as demonstrated through administrative walk-through data collection and student performance data

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy: Describe the evidence-based strategy**

The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports. Ormond Beach Elementary will focus on foundational reading skills support in the general education classroom to include SIPPS in grades K-2 with monitoring through and Benchmark Intervention for grades 3-5 for student who have data indicating a need for support in foundational skills with monitoring for all grade levels done through SIPPS Mastery test data and QPA.

being implemented for this Area of Focus.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this strategy.**

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. SIPPS and Benchmark Intervention resource are grounded in Structured Literacy (Science of Reading), evidence based strategies proven to support all learners, including those with disabilities, in mastering foundational reading skills. Mastery of foundational skills will support students in comprehension and higher level thinking needed to be proficient readers.

**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.

Introduce Florida State Assessment data and School Report Card data at School Improvement Plan Meeting. Discuss areas of need and focus for the 2022-2023 school year

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

At the first PLC of the year, review student data for student in the PST process and those receiving intervention support the previous school year. Plan for continued intervention support for students, dismissing students from intervention based on data, or the addition of other students in intervention groups based on demonstrated need.

**Person Responsible** Jennifer Bronson (jabronso@volusia.k12.fl.us)

Restructuring of the PLC calendar to include monthly participation by the PST Chair/Intervention Teacher and weekly participation for support facilitation teachers. Monthly meetings including the PST Chair/ Intervention teacher will focus on student data and collaborative planning to meet the needs of students based on the data.

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

Professional Learning through ERPLs on MTSS systems and structures.

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

Implementation of PL of MTSS strategies following the District ERPLs.  
 • 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; All students receive these supports in a stacked manner, including Students with Disabilities.

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

iReady Diagnostic and CSPM data review to monitor growth and proficiency toward grade level benchmarks for all students after each diagnostic assessment.

**Person Responsible** Francenia Maddox-Barrs (femaddox@volusia.k12.fl.us)

Provide support to teachers through professional learning, PLC, data chats, grade level planning, and individual teacher coaching.

**Person Responsible** Shannon Hay (sehay@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.**

Ormond Beach Elementary is a PBIS school using many methods to encourage and support positive behavior and a positive school culture. OBE uses a student recognition plan that includes classroom level compliment parties, cub coins for special recognition in actions outside of the classroom, as well as quarterly citizenship recognition events and celebrations. Ormond Beach Elementary utilizes CHAMPS procedures school wide and many teachers are implementing techniques consistent with Restorative Practices. The school also has many extra-curricular opportunities for students including performing arts groups and other clubs that interest student and excite them about learning.

Because the faculty and staff at Ormond Beach Elementary recognize the importance of reading and the impact that enjoying reading can have on school culture, literacy events are held multiple times throughout year. Florida Celebrates Literacy Weeks includes dressing up as idioms, book characters, and vocabulary words. It also includes a book give away allowing student to choose a book to add to their home libraries. Students also have opportunity to add to their home libraries at the school's annual Bingo for Books and the annual Summer Reading Challenge book fair sponsored by the local Kiwanis Club.

The families and guardians of Ormond Beach Elementary are an important part of school culture and OBE faculty and staff ensure that families are provided opportunities to be involved in the school and their child's learning. This is done through clear and frequent communication via a school-wide communication platform, the school website, and social media. Frequent volunteer opportunities are advertised and garner large participation. Events are planned to engage families, such as Truck-or-Treat and the Spring Dance sponsored by the school's PTA.

Ormond Beach Elementary also recognizes the importance of community stakeholders in supporting a positive learning environment and actively engages community partners in school committees, events, and decision making.

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

The Ormond Beach Elementary School Compact establishes expectations for all students, staff, and family members as outlined 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