

Volusia County Schools

Ormond Beach Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ormond Beach Elementary School

100 CORBIN AVE, Ormond Beach, FL 32174

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|---|
| Hay, Shannon | Principal | <ul style="list-style-type: none"> • Work with district leadership to access and collect data for stakeholders and school based, specifically School Leadership Team (SLT), teams. • Collaborate with administrative team (AP and Academic Coach) to frame data presentation for Summer SLT School Improvement Plan (SIP) Planning Meeting. Collaborate with district leadership and administrative team to facilitate SLT SIP Planning meeting; assign roles and responsibilities for SIP process. • Analyze relevant data with SLT to determine high priority academic and Social Emotional Learning (SEL) SIP Areas of Focus. • Plan for and facilitate teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials and resources (i.e. district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Initiate, plan, and facilitate meetings with key stakeholders (district, school, families, etc.) to ensure the SIP Areas of Focus align with Volusia County School’s Strategic Plan 2020-2023 and the academic and social emotional needs of students (Kindergarten –5th). • Collaborate with SLT to determine action steps for the determined SIP Areas of Focus; ensure action steps align with the SIP’s determined Areas of Focus. • Identify and designate personnel to monitor action steps and progress monitoring data; identified personnel will also monitor the implementation of SIP action steps for fidelity and effectiveness. Reflect on progress monitoring data, lead team into decision-making regarding any action step modifications. • Complete observations/walkthroughs. Collaborate with district leaders, administrative team, SLT, and instructional staff to identify professional development needs. Schedule and plan for professional development. Support instructional staff in professional growth. |
| Maddox-Barrs, Francenia | Assistant Principal | <p>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.</p> <ul style="list-style-type: none"> • 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. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <ul style="list-style-type: none"> • Support principal in the planning and facilitation of SIP meetings with key stakeholders (district, school, families, etc.). • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Complete observations/walkthroughs. Collaborate with administrative team, SLT, and instructional staff to identify professional development needs. Schedule, plan for, and present professional development. Support instructional staff in professional growth. • 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) |

| | | |
|---------------|---------------------|---|
| White, Lauren | Instructional Coach | <p>Academic Coach will assist 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.</p> <ul style="list-style-type: none"> • Support principal in the planning and facilitation of teacher need meetings. Collaborate with SLT and instructional staff to identify teacher and student need regarding instructional personnel/support, professional development, materials, and resources (i.e., district leader and specialist support, instructional and progress monitoring platforms), and intervention, remediation, and acceleration. • Support principal in the planning and facilitation of SIP meetings with stakeholders. • Collaborate with SLT to determine relevant action steps for the determined SIP Areas of Focus. Monitor the implementation of SIP action steps for fidelity and effectiveness. Collect, process, and distribute progress monitoring data; reflect on data and support principal and SLT in action step modifications. • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with SLT and instructional staff to identify teacher and student 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. • Create annual School Improvement Plan document in CIMS; upload necessary documentation into platforms |
|---------------|---------------------|---|

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|--|
| | | <p>(CIMS, Teams, etc.). Meet district upload deadlines (August/September; November; January/February).</p> <ul style="list-style-type: none"> • Plan for (collect and prepare state assessment and student climate data) and facilitate beginning and midyear stakeholder presentations (SAC, families, faculty/staff, SLT). Update action steps in platforms based on stakeholder input • Provide feedback on the fidelity and effectiveness of SIP action steps. Collect, process, and distribute progress monitoring data when needed; reflect on data and support principal and SLT in action step modifications. • Assist with the design, implementation, and assessment of intervention strategies. |
| Cowin, Ashley | Teacher, K-12 | <ul style="list-style-type: none"> • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications. |
| Hammonds, Robbin | Teacher, K-12 | <ul style="list-style-type: none"> • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications. |
| Neat, Jeanne | Teacher, K-12 | <ul style="list-style-type: none"> • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|----------------|--|
| | | <p>professional development, materials and resources, and intervention, remediation, and acceleration.</p> <ul style="list-style-type: none"> • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications. |
| Tomlinson, Michelle | Teacher, K-12 | <ul style="list-style-type: none"> • Assist principal by serving as a member of the School Leadership Team (SLT). Assist by analyzing school data with other SLT members to determine high priority academic and Social Emotional Learning (SEL) Areas of Focus for the School Improvement Plan (SIP), as well as relevant action steps for the Areas of Focus • Collaborate with administration, other SLT members, and grade level team to identify teacher and student need regarding instructional support, professional development, materials and resources, and intervention, remediation, and acceleration. • Assist grade level team members in implementing action steps with fidelity and providing feedback/input regarding their effectiveness. • Reflect on presented data and support SLT in action step modifications. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ormond Beach Elementary will involve stakeholders in the development of the SIP. Ormond Beach Elementary has a School Leadership Team (SLT). This group attended the SLT SIP Development Day. They also will meet monthly to review PBIS, MTSS, and academic data. The School Advisory Committee (SAC) meets monthly. Ormond Beach Elementary administration will share the drafted SIP for the 23-24 school year and get input from members of the SAC. All input will be considered in the SIP development process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing achievement of students meeting the State's academic standards, particularly for those students with the greatest achievement gap. Ormond Beach Elementary's administrative team will meet monthly with the School Leadership Team (SLT). The SLT consists of a teacher representative from each grade level. At these meetings PBIS, MTSS, and academic data will be shared and discussed. Ormond Beach Elementary's administrative team will meet monthly with the School Advisory Committee (SAC). SAC consists of

school staff, parents, students, and business and community leaders. At SAC meetings data will be shared to gain input from all stakeholders. Ormond Beach Elementary with stakeholder input will revise the SIP plan to ensure continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|--|
| 2023-24 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 28% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: B 2018-19: B 2017-18: A |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | |
| Absent 10% or more days | 2 | 8 | 4 | 10 | 6 | 12 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 3 | 2 | 4 | 2 | 3 | 0 | 0 | 0 | 14 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 1 | 4 | 3 | 0 | 0 | 0 | 8 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 7 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|----|----|----|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 5 | 5 | 10 | 11 | 12 | 7 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 3 | 3 | 0 | 0 | 5 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 5 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 4 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 6 | 2 | 0 | 0 | 0 | 12 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 3 | 5 | 0 | 0 | 0 | 10 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 3 | 4 | 1 | 1 | 1 | 0 | 0 | 0 | 10 |

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|----|----|----|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 5 | 5 | 10 | 11 | 12 | 7 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 3 | 3 | 0 | 0 | 5 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 5 | 0 | 0 | 0 | 7 |
| Course failure in Math | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 4 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 6 | 2 | 0 | 0 | 0 | 12 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 3 | 5 | 0 | 0 | 0 | 10 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 3 | 4 | 1 | 1 | 1 | 0 | 0 | 0 | 10 |

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 79 | 52 | 53 | 71 | 53 | 56 | 70 | | |
| ELA Learning Gains | | | | 71 | | | 58 | | |
| ELA Lowest 25th Percentile | | | | 61 | | | | | |
| Math Achievement* | 83 | 55 | 59 | 81 | 42 | 50 | 70 | | |
| Math Learning Gains | | | | 74 | | | 52 | | |
| Math Lowest 25th Percentile | | | | 74 | | | | | |
| Science Achievement* | 81 | 62 | 54 | 77 | 55 | 59 | 58 | | |
| Social Studies Achievement* | | | | | 59 | 64 | | | |
| Middle School Acceleration | | | | | 45 | 52 | | | |
| Graduation Rate | | | | | 58 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 60 | 59 | | | | | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 82 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 328 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 73 |

| 2021-22 ESSA Federal Index | |
|--|-----|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 509 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 59 | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 46 | | | |
| HSP | 81 | | | |
| MUL | 88 | | | |
| PAC | | | | |
| WHT | 85 | | | |
| FRL | 77 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 58 | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 87 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| MUL | | | | |
| PAC | | | | |
| WHT | 73 | | | |
| FRL | 71 | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 79 | | | 83 | | | 81 | | | | | |
| SWD | 57 | | | 61 | | | | | | | 3 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 55 | | | 36 | | | | | | | 2 | |
| HSP | 77 | | | 85 | | | | | | | 2 | |
| MUL | 92 | | | 83 | | | | | | | 2 | |
| PAC | | | | | | | | | | | | |
| WHT | 79 | | | 88 | | | 88 | | | | 4 | |
| FRL | 75 | | | 78 | | | 70 | | | | 4 | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 71 | 71 | 61 | 81 | 74 | 74 | 77 | | | | | |
| SWD | 45 | 63 | 60 | 60 | 65 | 55 | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| BLK | | | | | | | | | | | | |
| HSP | 73 | | | 100 | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 71 | 74 | 69 | 80 | 72 | 64 | 80 | | | | | |
| FRL | 66 | 70 | 53 | 82 | 77 | 77 | 75 | | | | | |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 70 | 58 | | 70 | 52 | | 58 | | | | | |
| SWD | 41 | | | 47 | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 50 | | | 58 | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 71 | 57 | | 68 | 48 | | 59 | | | | | |
| FRL | 64 | 54 | | 69 | 46 | | 54 | | | | | |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 68% | 53% | 15% | 54% | 14% |
| 04 | 2023 - Spring | 80% | 57% | 23% | 58% | 22% |

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 81% | 53% | 28% | 50% | 31% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 90% | 57% | 33% | 59% | 31% |
| 04 | 2023 - Spring | 84% | 59% | 25% | 61% | 23% |
| 05 | 2023 - Spring | 76% | 55% | 21% | 55% | 21% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 78% | 61% | 17% | 51% | 27% |

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

All three subject area achievements exceeded both state and district scores. ELA achievement showed the lowest performance at 79. The trends show we are making significant gains between 2019 and 2023. Positive contributing factors include strong administrative support through PLC conversations and classroom visits and feedback, academic coach support and mentorship, and fidelity of curriculum in the classrooms as documented through walkthroughs.

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

All subject areas showed improvement; however, the growth in math achievement and science achievement only increased 4 points while ELA achievement increased 8 points. In math, teachers in grades 3-5 implemented the new state benchmarks and utilized new math texts (Everglades, BEST Test Prep, Big Ideas) and online resources. Ormond Beach Elementary was also without an Academic Coach the second half of the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Ormond Beach Elementary School exceeded state average in ELA, Math, and Science. In 2022 the math state achievement was 46% and Ormond Beach Elementary's achievement was 81%, creating a

positive difference of 35 points. Ormond Beach Elementary utilized a title 1 intervention teacher to support small group, targeted math instruction. We also prioritized data-driven support to all students in the classroom and the use of academic vocabulary as documented through walkthroughs. OBE also held quarterly title 1 team planning.

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

ELA achievement showed the most improvement with an increase of 8 points between 2022 and 2023 (71 to 79). Ormond Beach Elementary utilized the Magnetic reading curriculum and the Benchmark Intervention Kits in targeted, small group instruction. This integration was supported through PLCs, administrative feedback and support, academic coach support, and district support based on specific needs.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One potential area of concern is attendance in grades 3, 4, and 5. A second potential concern is ELA level one students in grades 4 and 5.

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

Out of the three subjects OBE performed lowest in ELA achievement, ranking it as our highest priority for the 23-24 school year. We will focus on planning, MTSS, coaching to support ELA achievement at OBE. A second priority is attendance. We will focus on refining our PBIS system to create a safe and supportive environment in which students prioritize attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus for Ormond Beach Elementary School will be Positive Culture and Environment specifically related to Positive Behavior Intervention and Support (PBIS). This aligns to Volusia County Schools' 23-26 Strategic Plan "All stakeholders will provide conditions that enhance student learning". During the 2022-2023 school year, Ormond Beach Elementary had 14 incidents of students receiving one or more suspensions. This is an increase from the previous year's total of 11 suspensions. Refining our PBIS system and providing teachers and staff with professional development opportunities to improve the fidelity and effectiveness of our PBIS system will in turn maintain or lessen the suspensions issued.

Measurable Outcome:

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

Ormond Beach Elementary School will implement and refine a school wide PBIS system. This will be monitored through classroom walkthrough data as collected by administration. The intended measurable outcome is that 100% of teachers and staff are utilizing PBIS at Ormond Beach Elementary School.

Monitoring:

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

This area of focus will be monitored for desired outcome by use of walkthrough data to provide of evidence of the use of PBIS use in the classroom.

Suspension data will be reviewed by administration to determine if there is a positive, negative, or neutral change in the number of suspensions issued for student behavior.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional development will be provided to teachers and staff. This will serve as the evidence-based intervention implemented by Ormond Beach Elementary to improve and integrate data, strategies, and practices to positively affect student outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At Ormond Beach Elementary, we are at the beginning stage of implementing a school wide PBIS system. We need to provide professional development to refine and strengthen the system to positively impact student outcomes and teacher practice. With the refined implementation of PBIS at Ormond Beach Elementary school, suspensions will be maintained or lessened, and students will spend more time receiving academic instruction in the classroom.

Providing professional development is identified as a moderate Tier 2 intervention identified by WWC as evidence by Impact Results of the eMINTS Professional Development Validation Study: Professional development Validation Study Meyers, Coby V.; Molefe, Ayrin; Brandt, W. Christopher; Zhu, Bo; Dhillon, Sonica (2016). Educational Evaluation and Policy Analysis, v38 n3 p455-476. Retrieved from: <http://eric.ed.gov/?id=EJ1108395>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Scheduling and vetting of professional development to support PBIS implementation.

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

By When: August 2023

Introduce Florida State Assessment data and School Report Card data at School Improvement Plan Meeting. Discuss areas of need and focus for the 2023-2024 school year.

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

By When: August 31, 2023

Teachers will engage in professional learning regarding PBIS strategies during professional learning communities.

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

By When: May 31, 2024

PLC discussions will focus on implementation of PBIS in classrooms and will problem-solve any issues that develop throughout the year in regard to the utilization of PBIS in the classroom.

Person Responsible: Lauren White (ltwhite@volusia.k12.fl.us)

By When: May 31, 2024

The principal and assistant-principal will conduct weekly walkthroughs to collect data regarding implementation of PBIS. 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)

By When: May 31, 2024

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

Person Responsible: Lauren White (ltwhite@volusia.k12.fl.us)

By When: May 31, 2024

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus for Ormond Beach Elementary will be related to instructional practice specifically relating to Benchmark-aligned instruction in ELA and math. Teachers will meet weekly in PLC and quarterly during Title 1 planning days to collaborate about instructional practices, benchmark-aligned resources, and desegregate data. This area of focus aligns with Volusia County's 23-26 Strategic Plan Goal 1, "ALL students will engage in high levels of learning every day". While math and ELA achievement both saw growth between the 21-22 to 22-23 school years, this came with a great deal of focus and attention. It is important to maintain the focus on continuing high levels of achievement and learning gains as to not lose the progress made. As teachers continue to improve and refine their understanding of the rigor of the benchmarks, they will work to maintain their high level of success in ELA and math achievement.

Measurable Outcome:

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

After administration of PM1 and PM2, students will show growth consistent with state growth trends in both reading and math.

By May 2024, 100% of classroom teachers will provide students with Benchmark-aligned tasks as evidence in walkthroughs.

Monitoring:

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

Student data will be disaggregated after PM1 and PM2 and compare to state proficiency and growth trends.

Classroom walkthrough trend data will be collected and analyzed weekly.

Benchmark-aligned resources and data analysis will be observed in professional learning community meetings and grade level planning 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ormond Beach Elementary teachers will meet in Professional Learning Communities (PLCs) weekly and quarterly on Title 1 planning days to discuss Benchmark-aligned instruction. The planning days and PLCs will be facilitated by school-based experts (coach and administration) and designed to deepen content-based learning, support benchmark-aligned instruction and tasks, and build capacity among staff. This will create a climate of collective efficacy as teachers plan to meet the differentiated needs of all students within the MTSS framework using Benchmark-aligned resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At Ormond Beach Elementary, we are refining our Benchmark-aligned instruction to increase student achievement. Meeting in PLCs 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 years of academic growth within one school year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Scheduling of weekly grade level PLCs and quarterly grade level Title 1 planning days.

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

By When: August 2023

Introduce Florida State Assessment data and School Report Card data at School Improvement Plan Meeting. Discuss areas of need and focus for the 2023-2024 school year.

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

By When: August 31, 2023

Refining PLC focus to include prioritization on benchmark-aligned instruction with benchmark-aligned resources and data analysis.

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

By When: September 29, 2023

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

Person Responsible: Lauren White (ltwhite@volusia.k12.fl.us)

By When: May 31, 2024

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

Person Responsible: Lauren White (ltwhite@volusia.k12.fl.us)

By When: May 31, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Timely information about Title I programs is provided through Annual Title I Parent Meetings, informational brochures/handouts, Open House, newsletters, and through School Advisory Council and other parent meetings.

Curriculum and assessment information is shared at Meet the Teacher, Open House, School Advisory Council meetings, parent conferences, via newsletters, and at FSA Parent Night. State Assessment scores are sent home and available for pick up in the front office.

Parents are given timely information about school meetings, programs, and events using the school marquee, the Volusia Connect phone messaging system, newsletters, website, Facebook, Twitter, and flyers.

Information regarding parent and family events, as well as invitations to the events, is provided to parents via school website, Volusia Connect phone messaging system, school newsletter, Facebook, Twitter, various communication apps, parent/teacher conferences, students, workshops, and the school marquee.

District information is available in English and Spanish. When requested, the district will provide a translator if school staff are not able to assist. Books and videos in Spanish are available in the school. District staff or school based will translate information for parents over the phone and at conferences as needed. Parents and students with special needs are accommodated.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents can request parent-teacher/parent-staff meetings at any time throughout the school year. Parents are also invited to provide input to the school using Parent Input Forms, informal and formal discussions, and climate surveys. Curriculum and assessment information is shared at Meet the Teacher, Open House, School Advisory Council meetings, parent conferences, via newsletters, and at FSA Parent Night. State Assessment scores are available in Parent Portal.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Tiering of students, Small Group intervention, Progress monitoring, MTSS, Collaborative PLC planning days for teachers and Learning walks.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Afterschool clubs targeting SEL and academic goals are offered to students through ARP supplemental program grants.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

| | | | |
|---------------|--------|--|---------------|
| 1 | III.B. | Area of Focus: Positive Culture and Environment: Other | \$0.00 |
| 2 | III.B. | Area of Focus: Instructional Practice: Benchmark-aligned Instruction | \$0.00 |
| Total: | | | \$0.00 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No