

Ormond Beach Middle School



2014-15 School Improvement Plan

Ormond Beach Middle School

151 DOMICILIO AVE, Ormond Beach, FL 32174

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

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

53%

Alternative/ESE Center

No

Charter School

No

Minority

27%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

B

A

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The students of Ormond Beach Middle School will achieve with pride within a clean, orderly environment under the guidance of a knowledgeable and caring school community.

Provide the school's vision statement

"The Legacy of Excellence Continues..."

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process for building a strong relationship between students and their teachers is initiated prior to the first day of school when incoming sixth graders and current or new seventh/eighth grade students visit their classrooms. During this time, students are greeted by their teachers and offered supply lists of their needed materials. Also, the teachers and students have the opportunity to meet prior to the first day of school.

In addition, our incoming sixth graders participate in the Stepping Up to Middle School program which is led by the school counselors and selected eighth grade students. At Open House the students and parents have the opportunity to participate in an evening where they can visit each classroom and meet their children's teachers. During our PRIDE (Panthers Respect Integrity Discipline Excellence) program on Wednesday mornings, students and their teachers participate in ongoing activities to address relevant and current issues facing the students both on and off our campus.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students feeling safe and respected before, during, and after school is created through a multidimensional system that involves all stakeholders on our campus, as well as our community. Our school's physical layout is arranged by the three grade levels. The sixth graders are in one building for the majority of the day; our seventh and eighth graders share another building.

An open, anonymous reporting system is in place for bully proofing Ormond Beach Middle School. The administration and teachers encourage reporting and respond to situations in a timely fashion. In addition, our school's morning television show, OMTV News, exposes the students to the consistent messages of proper behavior and learning expectations through our principal, administrators, and school counselors who appear on a regular basis to talk to the entire school body. During the first weeks of school, administrators conducted assemblies to address both behavior and learning expectations. Supervision is provided across the campus to ensure students' safety; teachers and administrators are in the hallways during class change times to provide the students with a safe adult presence.

In the mornings, the media center is available for the students to study and read quietly. Free math tutoring is available in the media center, as well as computer access for the students to complete class assignments and projects. Students are offered an academically focused work space prior to school each and every day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All persons in authority are trained in an agreed upon school wide discipline plan, and they continuously work together to refine the discipline plan (Behavior Leadership Team). The school rules are consistently enforced across the campus. By utilizing a school wide plan with consistency, our students are aware of behavior expectations and the consequences associated with not following the school rules.

All teachers are expected to maintain a safe and orderly environment to maximize learning and minimize disruptions. Each teacher has a written management/behavior plan which is communicated to students, parents and administrators. Academic expectations are also posted in the classrooms. Students who overtly prevent the learning of others may be referred to an administrator with a discipline referral. Parent contact plays an important role in reinforcing positive behavior choices. Teachers utilize the Gradual Release of Responsibility Model to increase student engagement. The learning expectations for students are communicated clearly at the beginning of class, and the rules and procedures are reviewed often with the students. To help maintain a positive learning environment, teachers/staff reinforce positive student behavior and give specific praise.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselors ensure the social-emotional needs of our students through individual, small group, and whole class instruction. A mentoring program is in place to match an adult on campus with a struggling student who would benefit greatly from a strong role model on a weekly basis. Our PRIDE curriculum is shared across all grade levels through the interaction between teachers and students on relevant subjects and current events.

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Bullying Program
- Drug Prevention Program

Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes

-Eating Disorders Program by Community Outreach for Prevention of Eating Disorders (COPE) through Personal Fitness classes

In addition, lunch groups with the school counselors are offered on a weekly basis to ensure that students have the opportunity to share and discuss relevant topics. In this setting, the students are able to have their emotional needs addressed through an informal lunch group. Students are also nominated by teachers and staff for Pizza with the Principal each week.

The school counselors discuss at faculty meetings ways that teachers can ensure an emotionally safe environment for our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly (i.e., quarterly) accesses the early warning system, which is a specialized report available to middle schools. The indicators are as follows:

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school

-Course failure in English Language Arts or mathematics

- Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	
BL: Attendance below 90%	18	20	33	71
BL: Year to date suspensions (1+)	35	29	25	89
BL:Course failure in ELA or Math	31	30	38	99
BL: Level 1 on statewide assessment	48	53	57	158

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	64	74	75	213

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data is considered and evidenced-based interventions are developed to address the areas of concern.

The above data (b1) reflects the baseline number of students exhibiting 2 or more indicators as of September 15, 2014, and will be updated quarterly at the end of each 9 weeks.

The above data (b2) reflects the number of students exhibiting 3 or more indicators at the end of the 2013-2014 school year.

Academic performance of students identified in our early warning system receive timely interventions. Students whose performance in FCAT Math 2014 were in the lowest quartile have been placed in an intensive math course. Students whose performance in FCAT Reading 2014 were in the lowest quartile have been placed in single and double block reading courses.

PST (Problem Solving Team) and RtI (Response to Intervention) are also incorporated as intervention strategies. Tutoring across the disciplines is offered in the morning in the media center and in other locations across the campus for easy access by our student population. In the classroom, the strategies of differentiating instruction and employing the Gradual Release of

Responsibility Model are utilized to increase the students' academic performance on the Florida Standards and Florida State Assessments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

In 2014 we will increase our parent involvement by 1%.

The majority of the SAC members are not employed by the school district. The SAC is comprised of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens served by the school.

Our school website and Blackboard Connect 5 messaging system are utilized to provide communication to both our families and community. Open House is an evening event which provides the opportunity to increase parent involvement in our SAC and PTSA. The Panther Planner tool is used to communicate with parents regarding their children's assignments and projects. All students are given a Panther Planner to use daily. Parents are always encouraged to email their children's teachers as a means to communicate issues so as to receive a response in a timely fashion from the school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Ormond Beach Middle School's business partners generously support both the school and student achievement. The school is continually reaching out to the community to build more relationships with area businesses and educational establishments.

At the beginning of our school year, Walmart donated \$1,000 to 20 teachers for classroom materials and supplies. Our Readers as Leaders quarterly celebrations reach out to community leadership as the guest speakers are invited to impart leadership knowledge to our high performing students in reading across all ability levels. Teachers utilize FUTURES to support the funding for a variety of academic endeavors aligned to the Florida Standards.

Daytona State College, University of Central Florida, and Stetson University partner with our middle school for various academic needs as well. The school's National Junior Honor Society members each donate a minimum of 20 hours to our community. Last year the NJHS members donated over 5,000 hours to the community. The volunteering by our students establishes another connection to individuals and companies who endeavor to support academic achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mahaney, Ryan	Teacher, K-12
Murray, Sandra	Teacher, K-12
Casale, Melissa	Assistant Principal
Krajewski, Matthew	Principal
Ciulla, Melissa	Teacher, K-12
Hanrahan, Kelly	Instructional Coach
Culver, Tracia	Assistant Principal
Porter, Wesley	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal Matthew Krajewski provides a common vision for the use of data-based decision making by encouraging the use of eduphoria! to differentiate curriculum in the classroom. He ensures that educators are implementing the Florida Standards accessible through the K - 12 curriculum link of the webpage and VCS Problem Solving RtL model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core instruction, he ensures that the school's Problem Solving Team (PST) is accessed as needed. He ensures adequate professional development is scheduled for the faculty and staff. School psychologists continue to provide/facilitate training on skill building and understanding of the components of MTSS/RTL. As principal, he supports the school's team in the completion of resource mapping (academics and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RTL. Communicates with parents through school newsletters, Blackboard Connect 5, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtL website (under Psychological Services) in order to address the purpose of PS/RtL in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtL at PST meetings.

General Education Teachers provide information about core instruction, participate in student data collection, deliver double block instruction/intervention, collaborate with other staff to implement single block interventions, and integrate double block materials/instruction with single block and core subject area activities.

Exceptional Student Education (ESE) Teachers participate in student data collection, integrate core instructional activities/material into core instruction, and collaborate with general education teachers through such activities as co-teaching. They encompass Problem Solving/RtL practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Department Chairs and Academic Coaches (ELA -Sandra Murray, Math - Melissa Ciulla, Reading - Kelly Hanrahan, Science - Debbie Linn, Social Studies - Karen Norvell, Physical Education - Ryan Mahaney, Guidance - Tara Fatta, Electives- Val Yisrael) develop, lead, and evaluate school core content standards / programs; they identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; they identify systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; they assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; they assist in the design and implementation for progress monitoring, data collection, and data analysis; they participate in the

design and delivery of professional development; they provide support for assessment and implementation monitoring.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas, as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Personnel: The school has a leadership team consisting of the principal, assistant principals, and academic coach. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. The leadership team works with teachers to ensure student learning.

Instructional resources include staff development provided by our district and our school's leadership team. Professional Learning Communities (PLCs) meet on a regular basis to collaborate on curriculum planning and share instructional strategies.

Curricular: The math and ELA teachers will be implementing the new Florida Standards this year. Teachers will receive support from professional development opportunities and the school leadership team to maximize the students' achievement.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Ormond Middle offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program/ PRIDE

Nutrition Programs

Ormond Beach Middle offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Nutrition, Wellness, and Culinary classes
- Running Club

Job Training

Ormond Middle offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Ormond Middle offers students career awareness opportunities through Career and Technical Education in the Business, Culinary, Technology, and Health Career Clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFEA.

The School Advisory Council (SAC) meets monthly; the distribution of SAC funds is discussed and voted upon during the monthly meetings.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lori Dunn	Education Support Employee
Mallory Cone	Teacher
Amy Deciccio	Parent
Wendy Feigenbaum	Parent
Doriann Nirschl	Parent
Nancy-Ellen Otte	Parent
Emma Roberts	Teacher
Stacy Striegel	Parent
Sami Bay	Parent
Heidi Gabriel	Parent
Jennifer Marianaccio	Parent
Janet Savary	Parent
Matt Krajewski	Principal
Ryan Mahaney	Teacher
Saundra Murray	Teacher
Terri Bianchi	Parent
Steve Waterman	Parent
Jennifer Valenti	Parent
Lori Gillooly	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The evaluation of last year's plan was completed June 2014.

Development of this school improvement plan

SAC will review the SIP during the meeting on Tuesday, October 7, 2014, and will vote on any needed changes and final approval. The Step Zero Process was used in the development of the plan with our stakeholders.

Preparation of the school's annual budget and plan

As the money is released from the state, the school's annual budget and plan are an ongoing process. Proposals are submitted to SAC, the items are placed on the agenda, a discussion occurs at the meeting among the members, and the requests are voted upon and shared in the minutes.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The current budget is \$7710.46, and there have been no requests at this time for the funding of any projects.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Murray, Sandra	Instructional Media
Krajewski, Matthew	Principal
Casale, Melissa	Assistant Principal
Mahaney, Ryan	Teacher, K-12
Hanrahan, Kelly	Instructional Coach
Culver, Tracia	Assistant Principal
Ciulla, Melissa	Teacher, K-12

Duties**Describe how the LLT promotes literacy within the school**

The media center is the hub of the school under the leadership and guidance of the principal and media specialist. Daily news is shared via a live production (OMTV) performed by current eighth grade students. The media center specialist coordinates literacy activities and technology driven learning experiences for the students across the curriculum. Students who perform at the highest level in their reading classes are celebrated at a Readers as Leaders celebration quarterly. Leaders from the community act as the guest speakers and our PTSA generously provides the refreshments. All students on our campus have access to the online version of World Book to use outside the classroom, too. This promotes effective and reliable research activities for the students to engage in regularly. Each and every morning students have access to the media center to study, read, and complete school work. All services of the media center are made available to the students prior to the start of school. Students can receive free math tutoring as needed in the media center. Finally, the media center celebrates the State of Florida Sunshine Titles with a separate section to promote the reading of the latest novels that are relevant to today's readers. Our students also in eighth grade have access to their own section of the media center that is tailored to the rigorous, yet engaging text for teenagers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities (PLCs) are facilitated across the disciplines by members of the leadership team. Through bimonthly meetings, members of the PLCs discuss, share, and collaborate on best practices. Instruction is discussed with positive interactions among the members, the planning for the success of the students continues to be an ongoing process. The PLCs utilize current assessment data to monitor the status of lower quartile students; consequently, part of the PLC process is to celebrate what is working in the classrooms, as well as request support from the administration. The administration promotes a positive work environment by addressing the need of the faculty and staff through their participation in the PLCs as well. "How can we help you?" is the question that principal Matt Krajewski uses for all professional development activities.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Ormond Beach Middle participates in the annual Volusia Schools Job Fair and Instructional Transfer Fair in an effort to recruit highly qualified teachers. New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers participate in the E3 program and are assigned a PAR evaluator who assists them throughout the year, ensuring they are on target with classroom management and lesson plan development. Administration offers leadership training opportunities to staff looking to progress in their education career and support educational opportunities for said personnel. A reading/academic coach is also accessible for teachers for additional mentoring opportunities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Florida Standards are woven throughout the core instructional programs as illustrated in the high performing PLC groups. The leadership team members regularly attend district curriculum meetings to ensure that Ormond Beach Middle is aligning its materials and programs to the Florida Standards. Individual members of the PLCs share and participate in discourse concerning the curriculum being presented to the students, as well as the data illustrating the effectiveness of the lessons. Student performance and the monitoring of the lower quartile occurs on a regular basis. All PLCs are held to a high standard by Principal Matt Krajewski; detailed minutes are provided in a timely fashion to the administration.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to place students who have been identified in the lower quartile in both reading and math for intensive math, single block reading and double block reading courses. In addition, PLCs

use data from eduphoria! and Pinnacle (VIMS) to differentiate the curriculum to meet the diverse needs of the students. ELA, science, and social studies teachers are aware of the students' 2014 FCAT Reading performance to utilize best teaching practices such as the Gradual Release of Responsibility Model to differentiate the instruction to improve academic performance. Also, students are progress monitored through their performance on district assessments including the Volusia Literacy Tasks to ensure that the Florida Standards are being taught and the curriculum guides are being utilized effectively. Teachers also employ the Gradual Release of Responsibility Model in their daily lessons.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 28,900

Before school media access/tutoring: Students are afforded 30 minutes to attend a before school tutoring program in the school's media center for all subjects. (computer based)

Math tutoring: All math students are allowed to participate in a before school tutoring program that is available for 80 minutes each school day.

Odyssey Lab access/tutoring – all subjects, daily after school

Strategy Rationale

Students are provided with opportunities for free tutoring and access to computers and a variety texts to ensure successful academic performance.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Krajewski, Matthew, mkrajews@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through Pinnacle (VIMS) monitoring (grade distribution, assessments), Data Analysis Protocol, state mandated test results, Walk-Throughs, Data Warehouse, Crosspointe, district data chats; Leadership Team meetings, Teacher Input Conferences, PLCs, Volusia Literacy Tasks (VLT), Behavior Leadership Team (BLT), VSET Pre-Post Conferences, and eduphoria!.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Transition years from elementary to middle school and middle to high school are embraced by Ormond Beach Middle so as to ensure the students' success from one academic environment to another. Incoming sixth graders meet their middle school counselors in the spring prior to their arrival in the fall through school visits, an incoming parent evening at our school, and the Stepping Up to Middle School program.

Articulations also occur with parents regarding individual student's education plans. Before the sixth graders arrive for the first day of school, they are afforded multiple opportunities to meet school staff and visit the campus. Eighth grade students began a four year plan called Choices while they were in 7th grade. During this time, the seventh graders begin investigating career options and the coursework necessary in high school to prepare them. Representatives from area high schools visit to share the various academies that students can participate in, as well as attend an evening where the area high schools and many colleges from across the state showcase their college and career ready programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Ormond Beach Middle School offers students elective courses in art, business, culinary, technology, health science, computer science, and career study. Many of these courses focus on job skills and offer the students internships. Every year, after state testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parents' signatures.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Ormond Beach Middle School offers students elective courses in art, business, health science, computer science, culinary, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask "Why are we learning this?" to ensure that instruction is always relevant.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Integrating career and technical education is a part of all three grade levels as shown in STEM Day which is an annual event with participation by all of the science, technology, and math teachers on campus. Also, through the support of Embry Riddle Aeronautical University, our female students have the opportunity to be a part of Women in Aviation Day at the college's campus. The FFEA chapter encourages students to pursue a career as an educator and is proactive in having the students work with and assist teachers throughout the campus and participate in district level competitions.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Student readiness for public post secondary level is improved through the implementation of the Florida Standards. A rigorous curriculum is presented based on the district level guidelines for each subject area. The Annual High School Showcase presented by Volusia County Schools exposes the students in middle school to the various academies available to them, as well as representatives from the local and state colleges.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015.
- G2.** All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015. 1a

G039871

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0
Math Lowest 25% Gains	40.0
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	60.0
Algebra I EOC Pass Rate	95.0

Resources Available to Support the Goal 2

- Teachers will utilize district curriculum maps to prepare students for the rigor of the new Florida Standards Assessments.
- Teachers will utilize the Florida State Standards.
- Teachers will refer to reliable student data shared on eduphoria! and VIMS.

Targeted Barriers to Achieving the Goal 3

- Thirty-three percent of the Reading/ELA teachers are new to the school.

Plan to Monitor Progress Toward G1. 8

Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Classroom observations; PLC attendance rosters; PLC minutes; VSET; student performance data; VIMS

G2. All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis. 1a

G039228

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	40.0
Math Gains	40.0
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	60.0
Algebra I EOC Pass Rate	95.0

Resources Available to Support the Goal 2

- Professional Learning Communities
- Daily free math tutoring before school
- Student Mentoring program
- Science on Patrol
- Peer tutoring
- Gradual Release of Responsibility Model posters and templates
- Gradual Release of Responsibility Model Professional Development
- Frequent assessment using technology (i.e.; computer labs, TI Navigators)
- Curriculum training for new teachers
- Volusia Instructional Management System - Pinnacle/ MyPGS
- Academic success tracking/ incentive materials
- VIPS - guest speakers, volunteers, mentors
- SIP Funds
- Bring Your Own Technology (BYOT)

Targeted Barriers to Achieving the Goal 3

- Need for continuous PD on the Gradual Release of Responsibility Model and differentiated instruction for teaching.

Plan to Monitor Progress Toward G2. 8

Class Assessments - Frequent formative assessments, unit tests, project-based assessments, summative assessments, SMTs, FSAs, EOCs, and Administrative Walk-Through Data

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Monthly meetings with Leadership Team to determine effectiveness and possible modifications.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015. **1**

 **G039871**

G1.B1 Thirty-three percent of the Reading/ELA teachers are new to the school. **2**

 **B096496**

G1.B1.S1 PD opportunities will be provided to the new teachers for implementing the Gradual Release of Responsibility Model, Florida State Standards, differentiated instruction, and district curriculum on a daily basis. **4**

 **S107745**

Strategy Rationale

PD eliminates the lack of a teacher's knowledge for delivering a rigorous curriculum based on the Florida Standards.

Action Step 1 **5**

The reading coach and ELA chairperson will provide PD opportunities to present effective use of the Gradual Release of Responsibility Model, Florida State Standards, differentiated instruction, and district curriculum.

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas and PLC Minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Information regarding the PD sessions will be shared with the principal through agendas, minutes, and administrative observations.

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)

Person Responsible

Matthew Krajewski


Schedule

Monthly, from 8/12/2014 to 6/5/2015


Evidence of Completion

Notes from classroom observations; conferences with teachers as a follow up to the observation

G2. All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis. 1

 G039228

G2.B1 Need for continuous PD on the Gradual Release of Responsibility Model and differentiated instruction for teaching. 2

 B094346

G2.B1.S1 Implement professional development to better educate teachers on the process of the Gradual Release of Responsibility Model and differentiated instruction for teaching. 4

 S105412

Strategy Rationale

By providing best teaching practices in the classroom, increased student performance will occur.

Action Step 1 5

Professional development opportunities will be provided to increase the effective use of the Gradual Release of Responsibility Model and differentiated instruction.

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Walk Throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will be provided with a classroom chart when implementing the model with their students. Teachers will use the chart to communicate the flow of classroom learning whether it be teacher modeling, small group interaction, whole group instruction, or independent practice and/or assessment.

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Completed lesson plans, teacher observation, and walk throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 **7**

Successful implementation of the Gradual Release of Responsibility Model will provide a uniform style of teaching across all subject areas. This will provide the students with a stronger understanding of the concepts being taught due to the Gradual Release of Responsibility Model.

Person Responsible

Matthew Krajewski

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Anecdotal notes from the Instructional Coach and walk through evaluations completed by administration

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Professional development opportunities will be provided to increase the effective use of the Gradual Release of Responsibility Model and differentiated instruction.	Krajewski, Matthew	8/12/2014	Walk Throughs	6/5/2015 monthly
G1.B1.S1.A1	The reading coach and ELA chairperson will provide PD opportunities to present effective use of the Gradual Release of Responsibility Model, Florida State Standards, differentiated instruction, and district curriculum.	Krajewski, Matthew	8/12/2014	Agendas and PLC Minutes	6/5/2015 monthly
G1.MA1	Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)	Krajewski, Matthew	8/12/2014	Classroom observations; PLC attendance rosters; PLC minutes; VSET; student performance data; VIMS	6/5/2015 monthly
G1.B1.S1.MA1	Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)	Krajewski, Matthew	8/12/2014	Notes from classroom observations; conferences with teachers as a follow up to the observation	6/5/2015 monthly
G1.B1.S1.MA1	Information regarding the PD sessions will be shared with the principal through agendas, minutes, and administrative observations.	Krajewski, Matthew	8/12/2014	Classroom observations, State Mandated Tests (SMTs), and Florida State Assessments (FSAs)	6/5/2015 monthly
G2.MA1	Class Assessments - Frequent formative assessments, unit tests, project-based assessments, summative assessments, SMTs, FSAs, EOCs, and Administrative Walk-Through Data	Krajewski, Matthew	8/12/2014	Monthly meetings with Leadership Team to determine effectiveness and possible modifications.	6/5/2015 monthly
G2.B1.S1.MA1	Successful implementation of the Gradual Release of Responsibility Model will provide a uniform style of teaching across all subject areas. This will provide the students with a stronger understanding of the concepts being	Krajewski, Matthew	8/12/2014	Anecdotal notes from the Instructional Coach and walk through evaluations completed by administration	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	taught due to the Gradual Release of Responsibility Model.				
G2.B1.S1.MA1	Teachers will be provided with a classroom chart when implementing the model with their students. Teachers will use the chart to communicate the flow of classroom learning whether it be teacher modeling, small group interaction, whole group instruction, or independent practice and/or assessment.	Krajewski, Matthew	8/12/2014	Completed lesson plans, teacher observation, and walk throughs	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015.

G1.B1 Thirty-three percent of the Reading/ELA teachers are new to the school.

G1.B1.S1 PD opportunities will be provided to the new teachers for implementing the Gradual Release of Responsibility Model, Florida State Standards, differentiated instruction, and district curriculum on a daily basis.

PD Opportunity 1

The reading coach and ELA chairperson will provide PD opportunities to present effective use of the Gradual Release of Responsibility Model, Florida State Standards, differentiated instruction, and district curriculum.

Facilitator

Reading Coach- Kelly Hanrahan and ELA Chairperson- Sandra Murray

Participants

Reading/ELA Teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G2. All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis.

G2.B1 Need for continuous PD on the Gradual Release of Responsibility Model and differentiated instruction for teaching.

G2.B1.S1 Implement professional development to better educate teachers on the process of the Gradual Release of Responsibility Model and differentiated instruction for teaching.

PD Opportunity 1

Professional development opportunities will be provided to increase the effective use of the Gradual Release of Responsibility Model and differentiated instruction.

Facilitator

Kelly Hanrahan and Sandra Murray

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015.	3,850
Goal 2: All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis.	3,800
Grand Total	7,650

Goal 1: Ormond Beach Middle School students will place in the 40th percentile or higher for performance in Math LPQ (Gains) and Reading LPQ (Gains) for 2014-2015.		
Description	Source	Total
B1.S1.A1 - Substitutes for professional development	School Improvement Funds	2,000
B1.S1.A1 - Support for district curriculum- Online database	School Improvement Funds	850
B1.S1.A1 - Instructional materials to support the district curriculum and core classes	School Improvement Funds	1,000
Total Goal 1		3,850

Goal 2: All Ormond Beach Middle School teachers will employ effective implementation of the Gradual Release of Responsibility Model and provide differentiated standards-based instruction in all subjects on a daily basis.		
Description	Source	Total
B1.S1.A1 - Funded release time for professional development opportunities	School Improvement Funds	500
B1.S1.A1 - Instructional materials to support differentiated instruction	School Improvement Funds	1,300
B1.S1.A1 - Technology (printers, scanners, keyboards, and software)	School Improvement Funds	2,000
Total Goal 2		3,800