

Volusia County Schools

# Tomoka Elementary School



2015-16 School Improvement Plan

## Tomoka Elementary School

999 OLD TOMOKA RD, Ormond Beach, FL 32174

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	53%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	24%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to help ALL students perform at the highest level of their abilities.

##### Provide the school's vision statement

Tomoka: Encourage. Empower. Engage.

#### School Environment

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

Tomoka Elementary teachers and staff work diligently throughout the year to build lasting relationships with the students and to foster an environment where students thrive academically, socially, and emotionally. Beginning the first week of school, teachers engage students in a variety of first week activities and team building activities to build a solid relationship based on respect and rapport. School-wide events throughout the year continue to build on these relationships and involve families and the community in our school. Events such as Meet the Teacher, Open House, conferences, lunch with the teacher/principal, school clubs, community/school functions, Student Council and mentoring are critical components in establishing and maintaining positive relationships between teachers and students at Tomoka. Specific Kagan strategies are used to provide ongoing relationship building/maintenance throughout the year.

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

Teachers, administrators and staff serve as role models and encourage students to work together to make Tomoka a caring community. Teachers and administrators follow an established written schedule of before and after school supervision (buildings, bus, parent drop-off and pick-up). Safety Patrols receive training and support the staff supervision on the campus, allowing students to take ownership in creating a safe learning environment. Students engage in programs such as Positive Action and anti-bullying. This year, students are earning positive referrals which reward them for kindness to others, improved academics, or creating a caring community. These students receive recognition in the weekly school newsletter for their accomplishment. The school counselor conducts guidance groups based upon the needs of the students and provides class guidance lessons. Before and after school clubs and activities including running club, chorus, chimes, Orff, art club, and FFEA allow students to participate in a variety of activities to encourage their growth and help build a sense of belonging.

##### 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

Tomoka encourages students by rewarding positive behavior. Positive referrals and individual classroom rewards systems encourage students to model positive behaviors and actions. Protocols for discipline are addressed in faculty meetings and in the staff handbook. Each teacher is responsible for reviewing the Code of Student Conduct with his/her students.



Tomoka has clear behavioral expectations that are reviewed regularly throughout the school year. Student misconduct is handled in a timely manner. The Problem Solving Team supports teachers and behavioral interventions. Instructional time is a priority and protected by the principal which is evidenced by the school infrastructure regarding non-essential announcements, minimal interruptions to the instructional day and daily schedules (special area schedule, lunch schedule and the Tomoka daily teacher planner).

**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**

Tomoka offers the following non-violence and anti-drug programs:

D.A.R.E.

Mentoring

Anti-Bullying Program

Positive Action

Red Ribbon Week Activities

The guidance counselor meets with groups based upon students' social/emotional needs. A formal mentoring program is in effect on the campus. Students are monitored for behavioral and social-emotional issues through the electronic report card. The school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social emotional areas. PLC time is used to analyze individual student needs as determined by the team of teachers and appropriate interventions are determined. Student services personnel provide evidence based supports to students identified through the screening measure.

Students also receive regular recognition and support for their contributions including: Top Brave, Citizen of the Week, Terrific Kid, Honor Roll, Bringing Up Grades, Straight A, attendance awards and classroom awards.

**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**

The school works at building positive relationships with families through various activities and programs:

Dads and Grandads

Mentoring Program

Volunteers

Parent Education: Kindergarten Parent Curriculum Night, Kindergarten Orientation

Open House

Parent Conferences

Fall Festival

Tomoka 5K

Walk-A-Thon

Tomoka Mile  
 Homeroom Parent organization  
 PTA  
 Field Day  
 New to Tomoka Family Breakfast  
 SAC  
 Spooky Story Night  
 Grandparents' Day  
 PTA Website and Facebook  
 Family Nights: Book Fair, Science Fair, Social Studies Fair, Science Night  
 School-Home communications keep parents informed regarding school events, classroom curriculum, classroom activities and student progress: Weekly Connect Ed phone message, Smoke Signals weekly newsletter, weekly teacher communication, teacher blogs and websites, Interim Reports, Report Cards, daily /weekly progress notes, phone calls, Gradebook, parent conferences, PTA website, PTA Facebook page, flyers, SAC and school marquee.

**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**

Tomoka Elementary prides itself on building lasting partnerships in the local community. We work to secure business partners to support classroom and school-wide projects. Local businesses utilize their times and talents to support school-based activities and volunteer within the school. A variety of other events and volunteers including Boy Scouts and Girl Scouts, Fall Festival, Art Shows, Musical Shows, Grandparents Day, Field Trips, Guest Speakers, Career Day, Vehicle Day, FFEA reach-out activities, Adopt a Grandparent, volunteers, Dads and Granddads and field trips allow students to engage with commodity and business partners.

**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:**

Name	Title
Tuten, Susan	Principal
Iannarelli, Heather	Assistant Principal
Bell, Josie	Teacher, K-12
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
McAndrew, Amber	Teacher, ESE
	Teacher, K-12
Shirah, Amanda	Teacher, K-12

**Duties**

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

As the school's primary instructional leader, the principal communicates a vision for student achievement and guides the team's work. The principal works closely with the school's leadership

team to determine the needs of Tomoka Elementary. The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Team members represent the Volusia County Cadres including ELA, Math, Science and Social Studies; primary and intermediate grades; and gifted and exceptional students. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team.

Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams and Professional Learning Communities). Teacher feedback, classroom observations and student performance data are considered in order to determine priorities and functions of other existing teams.

***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***

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

Instructional resources: Professional development needs are analyzed by the leadership team. Student data as well as teacher needs are analyzed for focus areas of professional development activities. Early release Wednesdays are used for trainings what will increase both teacher knowledge and resources as well as student achievement. In addition, Tomoka teachers utilize PLC time to further analyze student data, determine teacher needs to best meet student needs, and work together to develop remediation and enrichment opportunities to meet these needs. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Teachers will continue to implement the new Florida Standards this year. They will be supported by our district. All teachers have the support of our instructional leadership team. Each teacher also uses the Volusia County curriculum maps which are aligned to the standards to drive their instruction. "I can" statements and learning goals are posted in each classroom to ensure students know and understand the focus of instruction.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

Meeting Frequency: School leadership meets 2-3 times a month and SAC meets once a month.

Problem Solving Activities: 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. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data and identified resources (as identified by the leadership team) and are matched to the needs of the students/school.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Jeremy Buckmaster	Parent
Gordan Hinkley	Parent
Shanan Mazelow	Parent
Ryan Ochipa	Business/Community
Jennier Evans	Teacher
Harun Thomas	Parent
Trista VanAmburg	Education Support Employee
Susan Tuten	Principal
Amber McAndrew	Teacher
Sheila Gupta	Parent
Michael Chase	Parent

### 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*

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met during the summer at the Leadership Institute as well as prior to the start of the school year to engage in Step Zero. Our school leadership team then shared the results with the faculty as well as the School Advisory Council.

*Development of this school improvement plan*

The SAC reviews and assists with monitoring school wide data and provide input on priorities, goals and strategies.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval. In the 2014-2015 school year, SAC funds were used for teacher professional development and teacher workshop registrations.

**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:**

Name	Title
Tuten, Susan	Principal
Iannarelli, Heather	Assistant Principal
Bell, Josie	Teacher, K-12
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
McAndrew, Amber	Teacher, ESE
	Teacher, K-12
Hall, Michelle	Instructional Media
Shirah, Amanda	Teacher, K-12

**Duties**

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

The major initiatives of the LLT are analyzing student performance data, communicating the school wide focus, professional development and Florida Standards implementation. The main focus is to support reading and writing in every classroom. The team serves as the media advisory board guiding the purchase of books (e and print), promoting literacy throughout the school and leading the integration of technology into the reading program.

**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**

Common planning, Professional Learning Communities and Lesson Study are practices to help build positive collaborative relationships on our campus among teachers. A variety of strategies are used to encourage positive working relationships between teachers at Tomoka Elementary. Teachers engage in bi-monthly PLCs to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLCs. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. Formative and summative assessment data is reviewed and instruction adjusted accordingly. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practice. PLC agendas and minutes are distributed on the Tomoka shared drive. Faculty meetings are held monthly, and professional development activities are held on selected Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Tomoka Elementary supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program. The Tomoka Lesson Study Team is partnering with FSU and UF this year. The Lesson Study team analyzes school-wide math data, targets a specific area of focus, and designs a lesson to teach the target skill. The lesson is analyzed by the team, edited, and shared with the faculty for best practices.

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

We employ strategies to recruit and retain highly qualified, certified effective teachers:  
New Teacher Programs: District E3, Individualized PD, mentors & peer classroom visits  
Leadership Opportunities  
PLC Collaboration  
Celebrations/teacher recognition  
Professional Development  
Network with community and district organizations  
Participation in District Job Fair and Recruitment Activities: (Principal and Assistant Principal)

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

All new/beginning teachers are paired with a school based veteran teacher within each PLC to provide mentoring and support. Identified teachers are similarly mentored by effective teachers with support from administrators. Mentoring support includes lesson collaboration, grade level meeting support, assistance with data analysis, support with parent conferences, and providing an awareness of school/district organizations and cultures.

## **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 district elementary curriculum maps ensure that the materials and instructional programs are aligned to the Florida Standards. PLCs create formative and summative assessments to monitor student progress. School leaders and teachers engage in professional development regarding the implementation of the curriculum maps. Volusia Curriculum Cadre members ensure teams are kept informed of updates and information from specific content area programs including ELA and Math. District assigned instructional TOAs serve as the curricular liaison between the school and district. Administrative walk-throughs and lesson plans provide input into curriculum alignment. Exemplary teachers are identified for classroom visits.

#### **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***

Teachers participate in bi-weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction lessons during PLCs. Additionally, grade level meetings during common planning are held to review student data and address specific academic and behavioral concerns across content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

##### ***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: Summer Program**

**Minutes added to school year: 5,280**

Students identified as not meeting success on the third grade reading FSA are eligible to attend a District summer reading program that focuses on improving reading comprehension skills.

**Strategy Rationale**

A reading focused summer program helps struggling students meet necessary standards.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Tuten, Susan, [smtuten@volusia.k12.fl.us](mailto:smtuten@volusia.k12.fl.us)

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

Reading portfolio data and/or SAT10 reading comprehension results are analyzed to determine progress towards standards and subsequent interventions.

**Strategy: After School Program**

**Minutes added to school year: 9,480**

Identified students receive additional reading instruction (tutoring)

**Strategy Rationale**

Tutoring can help struggling students to make achievement gains when they are able to receive remediation of core concepts.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

**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**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local preschool facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and preschool staff when feasible.
- Utilizing preschool assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the preschool agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families. In addition, incoming parents of kindergartners are invited to kindergarten orientation (Spring), Meet the Teacher (August) and Kindergarten Parent Night (September). Kindergarten students participate in a "staggered start" at the beginning of each school year. Fifth grade students and families participate in middle school orientation activities in the spring and late summer.

### 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***

N/A

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

N/A

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

N/A

***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***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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.** If all teachers implement effective instruction aligned to the Florida Standards, then student achievement will increase in all content areas.

## 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.** If all teachers implement effective instruction aligned to the Florida Standards, then student achievement will increase in all content areas. 1a

G068829

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FCAT 2.0 Science Proficiency	75.0
FSA Mathematics - Achievement	83.0

**Resources Available to Support the Goal** 2

- Technology: iPads and Laptops
- Veteran teachers who utilize technology
- Veteran teachers
- District support
- Curriculum maps
- PLC time
- School-based professional development
- Lesson Study
- Team Planning
- Differentiation
- Volunteers
- Eduphoria
- SIPPS (Walk to Intervention)

**Targeted Barriers to Achieving the Goal** 3

- Time to plan collaboratively
- Differentiation
- Knowledge of resources

**Plan to Monitor Progress Toward G1.** 8

District and state assessments will show progress towards learning targets

**Person Responsible**

Susan Tuten

**Schedule**

Quarterly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

With each administration of the district assessments, students' proficiency percentage will increase, and the correlation to state assessment data will indicate proficiency at or above the district and state level.

## 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.** If all teachers implement effective instruction aligned to the Florida Standards, then student achievement will increase in all content areas. **1**

 G068829

**G1.B1** Time to plan collaboratively **2**

 B178881

**G1.B1.S1** Use district curriculum maps with aligned resources during PLC, common planning time, and designated team planning days **4**

 S190231

### Strategy Rationale

To ensure all classes have the rigor and relevance to meet the new standards

### Action Step 1 **5**

PDs are designed to provide opportunities for teachers to learn about and apply current rigorous and relevant instructional strategies. Strategies could include but are not limited to differentiated instruction, gradual release model, higher order questioning strategies and engagement strategies.

#### Person Responsible

Susan Tuten

#### Schedule

Monthly, from 8/18/2015 to 6/7/2016

#### Evidence of Completion

PLC discussion form, lesson plans, agenda for planning day

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

Administration will review lesson plans and PLC discussion forms

**Person Responsible**

Susan Tuten

**Schedule**

Monthly, from 8/18/2015 to 6/7/2016

***Evidence of Completion***

Use PLC discussion forms and lesson plans to monitor progress

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

PLC discussion form and lesson plans will be monitored for alignment to the standards

**Person Responsible**

Susan Tuten

**Schedule**

Quarterly, from 8/18/2015 to 6/7/2016

***Evidence of Completion***

Assessment data

**G1.B2 Differentiation** 2

B178882

**G1.B2.S1** To meet the individual learning needs of our students, differentiation is needed across all subject areas. 4

S190232

**Strategy Rationale**

To improve student achievement and enrich learning opportunities for students already meeting mastery.

**Action Step 1** 5

Team planning will be used to design differentiated lessons incorporating new district resources. Professional Development will focus on differentiation strategies and follow up for implementation of what is learned will be provided by the district.

**Person Responsible**

Susan Tuten

**Schedule**

Monthly, from 8/18/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, PD agendas, PD sign ins

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Via administrative walkthroughs and alignment of the school's master schedule, teacher planning time and collaboration time will be given in order to align instruction to the standards

**Person Responsible**

**Schedule**

Monthly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Teacher lesson plans and PLC discssion forms

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Following each quarterly VLT, VMT and VST, grade levels will meet with administration to discuss and disaggregate data.

**Person Responsible**

Susan Tuten


**Schedule**

Quarterly, from 8/18/2015 to 5/27/2016


**Evidence of Completion**

VLT, VMT and VST data

**G1.B3 Knowledge of resources** 2

 B178883

**G1.B3.S1** Exploration of district curriculum map with embedded resources allow teachers to plan to most rigorous opportunity aligned with the state standards 4

 S190233

**Strategy Rationale**

When classroom lessons are aligned with the rigorous state standards, student achievement will increase on district and state assessments

**Action Step 1** 5

Collaborative teams will develop rigorous lessons aligned with the standards.

**Person Responsible**

Susan Tuten

**Schedule**

Monthly, from 8/18/2015 to 6/3/2016

**Evidence of Completion**

Lesson plans, PD agenda and sign in sheet

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Review lesson plans and assessments and observe the use of the posted learning target via monthly surveys conducted by administration and district liaison.

**Person Responsible**

Susan Tuten

**Schedule**

Monthly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Walk-throughs and observation.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Through the use of surveys, faculty growth with the use of learning targets within their instruction will be monitored and discussed.

**Person Responsible**

Susan Tuten

**Schedule**

Monthly, from 8/18/2015 to 5/27/2016

**Evidence of Completion**

Survey results

**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
G1.B1.S1.A1	PDs are designed to provide opportunities for teachers to learn about and apply current rigorous and relevant instructional strategies. Strategies could include but are not limited to differentiated instruction, gradual release model, higher order questioning strategies and engagement strategies.	Tuten, Susan	8/18/2015	PLC discussion form, lesson plans, agenda for planning day	6/7/2016 monthly
G1.B2.S1.A1	Team planning will be used to design differentiated lessons incorporating new district resources. Professional Development will focus on differentiation strategies and follow up for implementation of what is learned will be provided by the district.	Tuten, Susan	8/18/2015	Lesson plans, PD agendas, PD sign ins	6/3/2016 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Collaborative teams will develop rigorous lessons aligned with the standards.	Tuten, Susan	8/18/2015	Lesson plans, PD agenda and sign in sheet	6/3/2016 monthly
G1.MA1	District and state assessments will show progress towards learning targets	Tuten, Susan	8/18/2015	With each administration of the district assessments, students' proficiency percentage will increase, and the correlation to state assessment data will indicate proficiency at or above the district and state level.	5/27/2016 quarterly
G1.B1.S1.MA1	PLC discussion form and lesson plans will be monitored for alignment to the standards	Tuten, Susan	8/18/2015	Assessment data	6/7/2016 quarterly
G1.B1.S1.MA1	Administration will review lesson plans and PLC discussion forms	Tuten, Susan	8/18/2015	Use PLC discussion forms and lesson plans to monitor progress	6/7/2016 monthly
G1.B2.S1.MA1	Following each quarterly VLT, VMT and VST, grade levels will meet with administration to discuss and disaggregate data.	Tuten, Susan	8/18/2015	VLT, VMT and VST data	5/27/2016 quarterly
G1.B2.S1.MA1	Via administrative walkthroughs and alignment of the school's master schedule, teacher planning time and collaboration time will be given in order to align instruction to the standards		8/18/2015	Teacher lesson plans and PLC discussion forms	5/27/2016 monthly
G1.B3.S1.MA1	Through the use of surveys, faculty growth with the use of learning targets within their instruction will be monitored and discussed.	Tuten, Susan	8/18/2015	Survey results	5/27/2016 monthly
G1.B3.S1.MA1	Review lesson plans and assessments and observe the use of the posted learning target via monthly surveys conducted by administration and district liaison.	Tuten, Susan	8/18/2015	Walk-throughs and observation.	5/27/2016 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.** If all teachers implement effective instruction aligned to the Florida Standards, then student achievement will increase in all content areas.

### **G1.B1** Time to plan collaboratively

**G1.B1.S1** Use district curriculum maps with aligned resources during PLC, common planning time, and designated team planning days

#### **PD Opportunity 1**

PDs are designed to provide opportunities for teachers to learn about and apply current rigorous and relevant instructional strategies. Strategies could include but are not limited to differentiated instruction, gradual release model, higher order questioning strategies and engagement strategies.

##### **Facilitator**

Leadership team

##### **Participants**

Tomoka teachers

##### **Schedule**

Monthly, from 8/18/2015 to 6/7/2016

### **G1.B2** Differentiation

**G1.B2.S1** To meet the individual learning needs of our students, differentiation is needed across all subject areas.

#### **PD Opportunity 1**

Team planning will be used to design differentiated lessons incorporating new district resources. Professional Development will focus on differentiation strategies and follow up for implementation of what is learned will be provided by the district.

##### **Facilitator**

Leadership team

##### **Participants**

Tomoka teachers

##### **Schedule**

Monthly, from 8/18/2015 to 6/3/2016

**G1.B3** Knowledge of resources

**G1.B3.S1** Exploration of district curriculum map with embedded resources allow teachers to plan to most rigorous opportunity aligned with the state standards

**PD Opportunity 1**

Collaborative teams will develop rigorous lessons aligned with the standards.

**Facilitator**

Leadership teams/ Administration

**Participants**

Tomoka teachers

**Schedule**

Monthly, from 8/18/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	PDs are designed to provide opportunities for teachers to learn about and apply current rigorous and relevant instructional strategies. Strategies could include but are not limited to differentiated instruction, gradual release model, higher order questioning strategies and engagement strategies.				\$0.00
2	G1.B2.S1.A1	Team planning will be used to design differentiated lessons incorporating new district resources. Professional Development will focus on differentiation strategies and follow up for implementation of what is learned will be provided by the district.				\$3,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1100	140-Substitute Teachers	0734 - Tomoka Elementary School	School Improvement Funds		\$3,920.00
			<i>Notes: Funds will be used for substitute teachers to allow for team planning and collaboration among teacher teams</i>			
3	G1.B3.S1.A1	Collaborative teams will develop rigorous lessons aligned with the standards.				\$0.00
					<b>Total:</b>	<b>\$3,920.00</b>