

Volusia County Schools

Tomoka Elementary School



2016-17 Schoolwide Improvement Plan

Tomoka Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

**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 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Tomoka Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Tomoka is dedicated to the success of each student by providing a caring, safe environment and rigorous learning opportunities

b. Provide the school's vision statement.

Tomoka: Encourage. Empower. Engage.

2. School Environment

a. 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.

b. 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 Intelligent behavior and anti-bullying. This year, students are earning positive referrals/Brag Tags 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.

c. 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/Brag Tags 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 school's Master Schedule).

During the 2016-2017 school year Tomoka will implement a Behavior Leadership Team with representation from all grade levels and programs.

d. 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

Intelligent Behaviors

Red Ribbon Week Activities

Implementation of Growth Mindset Environments

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: Citizen of the Week, Terrific Kid, Honor Roll, Bringing Up Grades, Straight A, Brag Tags attendance awards and classroom awards.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

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

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

School Twitter Account

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: 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.

2. 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 time 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, dads take your child to school, adopt a grandparent, volunteers and field trips allow students to engage with community and business partners.

The community and business partners have donated many items and money to help the students of Tomoka Elementary.

Knights of Columbus donated money earmarked for ESE students.

ESE money was used to purchase flexible seating to ensure students have avenues to foster movement thus increasing their mastery of standards.

Tomoka Consolidated donated money for uniforms.

Judge Upchurch donated binders to be used in the SIPPS program.

Jewish Federation donated backpacks and school supplies for families in need.

Having the proper uniforms, backpacks and school supplies will help students build self esteem that will in turn help students focus and build their knowledge and mastery of the standards.

Ronald McDonald conducted a free Bully Prevention presentation to K-2 students.

Knowing how to make friends and standup for students that are being bullied will help make the learning environment stress free and protect instructional time ensuring all students are able to learn and increase student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Tuten, Susan	Principal
Iannarelli, Heather	Assistant Principal
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
Shirah, Amanda	Teacher, K-12
Wilson, Melissa	Teacher, ESE

b. Duties

1. 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.

2. 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 that 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, success criteria 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 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeremy Buckmaster	Parent
Shanan Mazelow	Parent
Ryan Ochipa	Business/Community
Jennier Evans	Teacher
Susan Tuten	Principal
Sheila Gupta	Parent
Michelle Flis	Parent
Katie LaComb	Parent
Ashten Prestwood	Parent
Lauren Reyes	Parent
Robin Snook	Education Support Employee
Melissa Wilson	Teacher
	Student

b. Duties

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

a. 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.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

2. 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 2015-2016 school year, SAC funds were used for teacher professional development and teacher collaboration/planning days.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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, coaching provided via our Academic Coach 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 weekly 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 leaning activities are held on selected Wednesdays and during teacher planning time. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice Plan. 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.

2. 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, classroom coaching via our Academic Coach

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)

3. 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 classroom coaching via academic coach, lesson collaboration, grade level meeting support, assistance with data analysis, support with parent conferences, and providing an awareness of school/district organizations and cultures.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. School based academic coach implements ongoing professional learning. 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.

b. Instructional Strategies

1. 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 with academic coach 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.

2. 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Tomoka Elementary delivers rigorous instruction aligned to the instructional shifts then students achievement will increase.

Strategic Goals Detail

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

G1. If Tomoka Elementary delivers rigorous instruction aligned to the instructional shifts then students achievement will increase. 1a

G083524

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
ELA/Reading Gains	53.0
FSA Mathematics Achievement	79.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	75.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support
- Curriculum maps
- PLC time
- School-based professional development
- Lesson Study
- Volunteers
- Cadre Members
- Instructional Coach
- SAC funds
- Veteran Teachers
- PTA

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Susan Tuten

Schedule

Quarterly, from 10/31/2016 to 2/1/2017

Evidence of Completion

SIP monitoring meeting, minutes and sign in sheets

Plan to Monitor Progress Toward G1. 8

SIP Midyear review

Person Responsible

Susan Tuten

Schedule

On 2/13/2017

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Susan Tuten

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 school year

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 Tomoka Elementary delivers rigorous instruction aligned to the instructional shifts then students achievement will increase. 1

G083524

G1.B1 Lack of knowledge and implementation 2

B221544

G1.B1.S1 We will develop knowledge and skills of the instructional shifts in all content areas and improve implementation of core actions. 4

S233808

Strategy Rationale

Increase percentage of teachers effectively implementing the instructional shifts

Action Step 1 5

Develop a needs assessment using resources from Achieve the Core to assess knowledge and skills of instructional shifts in all content areas and analyze the data to develop a professional learning plan.

Person Responsible

Susan Tuten

Schedule

On 11/2/2016

Evidence of Completion

Complete needs assessment survey and develop a professional learning plan based on our results.

Action Step 2 5

Develop a professional learning plan based on needs assessment

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/30/2016 to 2/15/2017

Evidence of Completion

Professional Learning Plan

Action Step 3 5

Provide professional learning on ELA Shifts at a differentiated level.

Person Responsible

Josie Stumpf

Schedule

On 10/5/2016

Evidence of Completion

ERPL #2 sign in sheet

Action Step 4 5

Provide professional learning on the Math Shifts at a differentiated level.

Person Responsible

Sue Fox

Schedule

On 11/2/2016

Evidence of Completion

ERPL #3 sign in sheet

Action Step 5 5

Provide professional learning on integrating resources and student applications that align to the instructional shifts.

Person Responsible

Sue Fox

Schedule

On 11/16/2016

Evidence of Completion

ERPL #4 sign in sheet

Action Step 6 5

Implement the knowledge and skills learned during each professional learning session.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Lesson plans, PLC notes, data walks

Action Step 7 5

Monitor and provide feedback and coaching as needed for each professional learning

Person Responsible

Josie Stumpf

Schedule

Monthly, from 8/24/2016 to 5/26/2017

Evidence of Completion

Data collection results and Outlook Calendar

Action Step 8 5

Book Study - Engaging Students for Poverty by Eric Jenson

Person Responsible

Josie Stumpf

Schedule

Monthly, from 8/31/2016 to 11/2/2016

Evidence of Completion

ERPL #1, 2, 3 and 4

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

Track survey report to determine survey completion using Survey Monkey

Person Responsible

Susan Tuten

Schedule

Daily, from 10/5/2016 to 11/2/2016

Evidence of Completion

Survey Report

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

Touch base with SLT to determine the status planned professional learning

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/17/2016 to 12/21/2016

Evidence of Completion

SLT minutes

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

Coach provides follow-up support to ensure implementation of the instructional shifts

Person Responsible

Josie Stumpf

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

Coaching plan and notes

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

Conduct data walks

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Data walk collection tools and graphs

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

Determine the status of action steps 1-8 during monthly SLT meetings

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

SLT meeting notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, observational notes, lesson plans, VXT data, SLT minutes

G1.B1.S2 We will develop highly effective procedures and resources for RTI and the PST process. 4

S233809

Strategy Rationale

More teachers will understand the PST process

Action Step 1 5

We will conduct a training on the PST process and provide a list or research-bases resources.

Person Responsible

Heather Iannarelli

Schedule

Semiannually, from 9/19/2016 to 11/16/2016

Evidence of Completion

Professional Learning agenda and resource list

Action Step 2 5

Implement the knowledge and skills learned during the PST Professional Learning.

Person Responsible

Heather Iannarelli

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

E-PST platform, running records of open PST

Action Step 3 5

Monitor and provide feedback and coaching as needed.

Person Responsible

Josie Stumpf

Schedule

Quarterly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Outlook calendar, E-PST, coaching plan and notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Determine the status of completing action steps 1-3 in monthly SLT meetings

Person Responsible

Heather Iannarelli

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

SLT Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Discuss the effectiveness of our PST PL and analyze collected data using the open PST report.

Person Responsible

Heather Iannarelli

Schedule

Semiannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

SLT Minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3 A300027	Provide professional learning on ELA Shifts at a differentiated level.	Stumpf, Josie	10/5/2016	ERPL #2 sign in sheet	10/5/2016 one-time
G1.B1.S1.MA1 M304478	Track survey report to determine survey completion using Survey Monkey	Tuten, Susan	10/5/2016	Survey Report	11/2/2016 daily
G1.B1.S1.A1 A300025	Develop a needs assessment using resources from Achieve the Core to assess knowledge and skills of...	Tuten, Susan	8/9/2016	Complete needs assessment survey and develop a professional learning plan based on our results.	11/2/2016 one-time
G1.B1.S1.A4 A300028	Provide professional learning on the Math Shifts at a differentiated level.	Fox, Sue	11/2/2016	ERPL #3 sign in sheet	11/2/2016 one-time
G1.B1.S1.A8 A300032	Book Study - Engaging Students for Poverty by Eric Jenson	Stumpf, Josie	8/31/2016	ERPL #1, 2, 3 and 4	11/2/2016 monthly
G1.B1.S1.A5 A300029	Provide professional learning on integrating resources and student applications that align to the...	Fox, Sue	11/16/2016	ERPL #4 sign in sheet	11/16/2016 one-time
G1.B1.S2.A1 A300033	We will conduct a training on the PST process and provide a list of research-based resources.	Iannarelli, Heather	9/19/2016	Professional Learning agenda and resource list	11/16/2016 semiannually
G1.B1.S1.MA3 M304479	Touch base with SLT to determine the status planned professional learning	Tuten, Susan	8/17/2016	SLT minutes	12/21/2016 monthly
G1.MA1 M304489	SIP Progress Monitoring Meeting	Tuten, Susan	10/31/2016	SIP monitoring meeting, minutes and sign in sheets	2/1/2017 quarterly
G1.MA2 M304490	SIP Midyear review	Tuten, Susan	2/13/2017	Midyear review in CIMS	2/13/2017 one-time
G1.B1.S1.A2 A300026	Develop a professional learning plan based on needs assessment	Tuten, Susan	8/30/2016	Professional Learning Plan	2/15/2017 quarterly
G1.B1.S1.MA1 M304477	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Tuten, Susan	9/19/2016	Monthly data walks, observational notes, lesson plans, VXT data, SLT minutes	5/26/2017 monthly
G1.B1.S1.MA4 M304480	Coach provides follow-up support to ensure implementation of the instructional shifts	Stumpf, Josie	8/17/2016	Coaching plan and notes	5/26/2017 weekly
G1.B1.S1.MA5 M304481	Conduct data walks	Tuten, Susan	9/19/2016	Data walk collection tools and graphs	5/26/2017 monthly
G1.B1.S1.MA6 M304482	Determine the status of action steps 1-8 during monthly SLT meetings	Tuten, Susan	8/15/2016	SLT meeting notes	5/26/2017 monthly
G1.B1.S1.A6 A300030	Implement the knowledge and skills learned during each professional learning session.	Tuten, Susan	8/24/2016	Lesson plans, PLC notes, data walks	5/26/2017 monthly
G1.B1.S1.A7 A300031	Monitor and provide feedback and coaching as needed for each professional learning	Stumpf, Josie	8/24/2016	Data collection results and Outlook Calendar	5/26/2017 monthly
G1.B1.S2.MA1 M304483	Discuss the effectiveness of our PST PL and analyze collected data using the open PST report.	Iannarelli, Heather	9/19/2016	SLT Minutes	5/26/2017 semiannually
G1.B1.S2.MA1 M304484	Determine the status of completing action steps 1-3 in monthly SLT meetings	Iannarelli, Heather	9/19/2016	SLT Minutes	5/26/2017 monthly
G1.B1.S2.A2 A300034	Implement the knowledge and skills learned during the PST Professional Learning.	Iannarelli, Heather	9/19/2016	E-PST platform, running records of open PST	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3 A300035	Monitor and provide feedback and coaching as needed.	Stumpf, Josie	9/15/2016	Outlook calendar, E-PST, coaching plan and notes	5/26/2017 quarterly
G1.MA3 M304491	State Assessment Results	Tuten, Susan	5/25/2017	Step Zero for 2017-2018 school year	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Tomoka Elementary delivers rigorous instruction aligned to the instructional shifts then students achievement will increase.

G1.B1 Lack of knowledge and implementation

G1.B1.S1 We will develop knowledge and skills of the instructional shifts in all content areas and improve implementation of core actions.

PD Opportunity 1

Provide professional learning on ELA Shifts at a differentiated level.

Facilitator

Josie Stumpf

Participants

instructional staff

Schedule

On 10/5/2016

PD Opportunity 2

Provide professional learning on the Math Shifts at a differentiated level.

Facilitator

Sue Fox

Participants

instructional staff

Schedule

On 11/2/2016

PD Opportunity 3

Provide professional learning on integrating resources and student applications that align to the instructional shifts.

Facilitator

Sue Fox

Participants

instructional staff

Schedule

On 11/16/2016

PD Opportunity 4

Book Study - Engaging Students for Poverty by Eric Jenson

Facilitator

Josie Stumpf and Melissa Wilson

Participants

instructional staff

Schedule

Monthly, from 8/31/2016 to 11/2/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop a needs assessment using resources from Achieve the Core to assess knowledge and skills of instructional shifts in all content areas and analyze the data to develop a professional learning plan.				\$0.00
2	G1.B1.S1.A2	Develop a professional learning plan based on needs assessment				\$0.00
3	G1.B1.S1.A3	Provide professional learning on ELA Shifts at a differentiated level.				\$0.00
4	G1.B1.S1.A4	Provide professional learning on the Math Shifts at a differentiated level.				\$0.00
5	G1.B1.S1.A5	Provide professional learning on integrating resources and student applications that align to the instructional shifts.				\$0.00
6	G1.B1.S1.A6	Implement the knowledge and skills learned during each professional learning session.				\$0.00
7	G1.B1.S1.A7	Monitor and provide feedback and coaching as needed for each professional learning				\$0.00
8	G1.B1.S1.A8	Book Study - Engaging Students for Poverty by Eric Jenson				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1100	520-Textbooks	0734 - Tomoka Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Funds will be used to purchase the book study book</i>						
9	G1.B1.S2.A1	We will conduct a training on the PST process and provide a list or research-bases resources.				\$0.00
10	G1.B1.S2.A2	Implement the knowledge and skills learned during the PST Professional Learning.				\$0.00
11	G1.B1.S2.A3	Monitor and provide feedback and coaching as needed.				\$0.00
					Total:	\$1,000.00