Tomoka Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Tomoka Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 and Danielson 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. The H.E.R.O (Helping, Encouraging, Respecting Others) program has helped students create a school atmosphere filled with respect and tolerance. 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).

Tomoka has implemented a school wide Positive Behavioral Intervention Support (PBIS) program. PBIS promotes behavior expectations for all students in every area of the school.

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
Great Kids - Tutoring Program

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. Professional Learning Community (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, Star Student, 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as followed:
Unweighted GPA below 2.0
Over age for grade
Office discipline referrals over 2
Attendance below 90%
Year to date suspensions-1 or more

Number of prior retentions-1 or more
Level 1 score on statewide, standardized assessments in ELA or math

Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report

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	4	2	0	0	0	0	0	0	0	6
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	4	2	0	0	0	0	0	0	0	6

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	4	2	0	0	0	0	0	0	0	6

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

The Early Warning System retort is used to determine and identify school-wide trends which impact students academic performance. As a result, indicators that are elevated (e.g., attendance below 90%,
patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. We will have discussions in Leadership Meetings, at PLC's, and Faculty Meetings where we are discussing group data that is discussed and research based interventions are developed to address the Early Warning System areas of concern.

For indicators sensitive to behavioral issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Behavioral Leadership Team and are aligned with the beliefs of Positive Behavioral Intervention Supports (PBIS).

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS. The student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Tomoka is the recipient of the FUTURES Foundation, SDEF State Matching Grant for the 2017-2018 school year which is enabling our school to purchase a campus-wide license for Istation Reading curriculum and pay teacher tutors to provide tutoring for the lowest quartile both during and after school.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP 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.

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

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
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
Shirah, Amanda	Teacher, K-12
Wilson, Melissa	Teacher, ESE
Stumpf, Josie	Instructional Coach
Murray, Lori	Teacher, K-12
Compton, Brenda	Teacher, K-12
Coschignano, Lisa	Teacher, K-12
Belsky, Sharon	Teacher, ESE
Evans, Jennifer	Teacher, K-12
Smith, Lucille	Teacher, K-12

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

Problem Solving Teams and Professional Learning Communities). Teacher feedback, classroom observations and student performance data are also considered.

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 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, 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 the school 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Tuten	Principal
Kim Rickman	Parent
Michelle Flis	Parent
Katie LaComb	Parent
Lauren Reyes	Parent
Melissa Wilson	Teacher
Ben Graydon	Parent
Melissa Clark	Parent
Jenna Pender	Teacher
Edward LaComb	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

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 the school improvement plan and it's goals. Each request is evaluated by the SAC and voted upon for approval. In the 2016-2017 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
Rolle, Melani	Assistant Principal
Kennedy, Elizabeth	Teacher, ESE
Hall, Michelle	Instructional Media
Shirah, Amanda	Teacher, K-12
Wilson, Melissa	Teacher, ESE
Stumpf, Josie	
Fox, Sue	Teacher, K-12

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 via email.

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 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.

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 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.

Tutoring is also available to identified students.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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"Â? 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.

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 implements rigorous instruction then student 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 implements rigorous instruction then student achievement will increase. 1a

🔑 G099223

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	51.0
FSA Mathematics Achievement	78.0
ELA/Reading Lowest 25% Gains	30.0
Math Gains	73.0
Math Lowest 25% Gains	59.0
FCAT 2.0 Science Proficiency	78.0

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

- iStation

- PBIS

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Susan Tuten

Schedule
On 11/15/2017

Evidence of Completion
SIP monitoring meeting and meeting minutes

Plan to Monitor Progress Toward G1. 8

SIP Midyear review

Person Responsible
Susan Tuten

Schedule
On 2/2/2018

Evidence of Completion
Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible
Susan Tuten

Schedule
Annually, from 5/25/2018 to 7/11/2018

Evidence of Completion
Step Zero for 2018-2019 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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   S123456 = Quick Key

G1. If Tomoka Elementary implements rigorous instruction then student achievement will increase. 1

🔍 G099223

G1.B1 Lack of knowledge and implementation 2

🔍 B267217

G1.B1.S1 We will develop knowledge and skills for standards aligned instruction and improve implementation of core actions. 4

🔍 S283050

Strategy Rationale

Increase percentage of teachers effectively implementing the standards

Action Step 1 5

Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and analyze the data to develop a Professional Learning Plan to support growth.

Person Responsible

Josie Stumpf

Schedule

On 10/31/2017

Evidence of Completion

Completed survey during second and third month of school and developed Professional Learning Plan

Action Step 2 5

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL Day, 4 Regional and 4 School-based ERPLs)

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Professional Learning sign-in sheet

Action Step 3 `5`

Provide additional support for collaboration and planning during PLCs.

Person Responsible

Josie Stumpf

Schedule

Weekly, from 8/22/2017 to 5/30/2018

Evidence of Completion

PLC Minutes

Action Step 4 `5`

Implement the knowledge and skills learned during each Professional session.

Person Responsible

Susan Tuten

Schedule

Daily, from 8/22/2017 to 5/30/2018

Evidence of Completion

Lesson Plans, Students work samples

Action Step 5 `5`

Monitor and provide feedback and coaching as needed after each Professional session.

Person Responsible

Josie Stumpf

Schedule

Daily, from 8/22/2017 to 5/30/2018

Evidence of Completion

Lesson Plans and Student Work Samples

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

Track survey report to determine survey completion

Person Responsible

Josie Stumpf

Schedule

Weekly, from 9/1/2017 to 10/31/2017

Evidence of Completion

Survey Report

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

Review Regional ERPL attendance

Person Responsible

Susan Tuten

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

My PGS Report

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

Coach provides follow-up support to ensure implementation of the standards

Person Responsible

Josie Stumpf

Schedule

Daily, from 8/22/2017 to 5/30/2018

Evidence of Completion

Coaching plan and notes

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

Administrators, Coach and Teachers Data Walks

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data Walk Collection Tools and Data Charts

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

Determine status towards completing action steps 1-5 during monthly SLT Meeting

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/24/2017 to 5/30/2018

Evidence of Completion

SLT meeting notes

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

Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT meetings.

Person Responsible

Susan Tuten

Schedule

Monthly, from 8/22/2017 to 5/30/2018

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, Student Work Samples, VXT Data, SLT Minutes

G1.B1.S2 We will develop highly effective PLCs to improve knowledge and implementation of the standards. 4

🔑 S283051

Strategy Rationale

Data analysis and planning of instruction to meet needs of all students

Action Step 1 5

Provide professional learning on District PLC Rubric and use rubric to assess needs.

Person Responsible

Josie Stumpf

Schedule

Weekly, from 8/22/2017 to 5/30/2018

Evidence of Completion

PLC sign in sheets, Rubric Self-Assessment, and PLC minutes

Action Step 2 5

Provide professional learning on developing successful PLCs.

Person Responsible

Josie Stumpf

Schedule

On 8/22/2017

Evidence of Completion

Sign in sheet and agenda

Action Step 3 `5`

Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. PLC Mini Teach Topics will be determined throughout this process based on data and presented during school-based PL.

Person Responsible

Josie Stumpf

Schedule

Monthly, from 8/22/2017 to 5/30/2018

Evidence of Completion

PLC Rubric data

Action Step 4 `5`

Provide PLC Mini-teach Topics during school faculty meetings determined by Action Step 3.

Person Responsible

Josie Stumpf

Schedule

Quarterly, from 8/22/2017 to 5/30/2018

Evidence of Completion

Sign-In Sheets

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

Determine status towards completing action steps 1-5 during monthly SLT

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/24/2017 to 5/31/2018

Evidence of Completion

SLT Meeting Minutes

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

Develop Mini-Teach PL based on collected PLC data and observations.

Person Responsible

Josie Stumpf

Schedule

Quarterly, from 8/22/2017 to 5/31/2018

Evidence of Completion

SLT Meeting Minutes

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

Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric

Person Responsible

Susan Tuten

Schedule

Quarterly, from 8/22/2017 to 5/31/2018

Evidence of Completion

PLC Rubric Data, 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
2018					
G1.B1.S2.A2 A382041	Provide professional learning on developing successful PLCs.	Stumpf, Josie	8/22/2017	Sign in sheet and agenda	8/22/2017 one-time
G1.B1.S1.MA1 M415348	Track survey report to determine survey completion	Stumpf, Josie	9/1/2017	Survey Report	10/31/2017 weekly
G1.B1.S1.A1 A382035	Utilize the Core Actions Survey to assess knowledge and skills of instructional shifts in ELA and...	Stumpf, Josie	8/22/2017	Completed survey during second and third month of school and developed Professional Learning Plan	10/31/2017 one-time
G1.MA1 M415360	SIP Progress Monitoring Meeting	Tuten, Susan	11/15/2017	SIP monitoring meeting and meeting minutes	11/15/2017 one-time
G1.MA2 M415361	SIP Midyear review	Tuten, Susan	2/2/2018	Midyear review in CIMS	2/2/2018 one-time
G1.B1.S1.MA1 M415347	Analyze collected data and discuss the impact of the Professional Learning Plan at monthly SLT...	Tuten, Susan	8/22/2017	Monthly Data Walks, Observational Notes, Lesson Plans, Student Work Samples, VXT Data, SLT Minutes	5/30/2018 monthly
G1.B1.S1.MA3 M415349	Review Regional ERPL attendance	Tuten, Susan	9/1/2017	My PGS Report	5/30/2018 monthly
G1.B1.S1.MA4 M415350	Coach provides follow-up support to ensure implementation of the standards	Stumpf, Josie	8/22/2017	Coaching plan and notes	5/30/2018 daily
G1.B1.S1.MA5 M415351	Administrators, Coach and Teachers Data Walks	Tuten, Susan	8/14/2017	Data Walk Collection Tools and Data Charts	5/30/2018 monthly
G1.B1.S1.MA6 M415352	Determine status towards completing action steps 1-5 during monthly SLT Meeting	Tuten, Susan	8/24/2017	SLT meeting notes	5/30/2018 monthly
G1.B1.S1.A2 A382036	All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL...	Tuten, Susan	8/15/2017	Professional Learning sign-in sheet	5/30/2018 monthly
G1.B1.S1.A3 A382037	Provide additional support for collaboration and planning during PLCs.	Stumpf, Josie	8/22/2017	PLC Minutes	5/30/2018 weekly
G1.B1.S1.A4 A382038	Implement the knowledge and skills learned during each Professional session.	Tuten, Susan	8/22/2017	Lesson Plans, Students work samples	5/30/2018 daily
G1.B1.S1.A5 A382039	Monitor and provide feedback and coaching as needed after each Professional session.	Stumpf, Josie	8/22/2017	Lesson Plans and Student Work Samples	5/30/2018 daily
G1.B1.S2.A1 A382040	Provide professional learning on District PLC Rubric and use rubric to assess needs.	Stumpf, Josie	8/22/2017	PLC sign in sheets, Rubric Self-Assessment, and PLC minutes	5/30/2018 weekly
G1.B1.S2.A3 A382042	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the...	Stumpf, Josie	8/22/2017	PLC Rubric data	5/30/2018 monthly
G1.B1.S2.A4 A382043	Provide PLC Mini-teach Topics during school faculty meetings determined by Action Step 3.	Stumpf, Josie	8/22/2017	Sign-In Sheets	5/30/2018 quarterly
G1.B1.S2.MA1 M415353	Discuss the effectiveness of PLCs and analyze collected data using the PLC rubric	Tuten, Susan	8/22/2017	PLC Rubric Data, SLT Minutes	5/31/2018 quarterly
G1.B1.S2.MA1 M415354	Determine status towards completing action steps 1-5 during monthly SLT	Tuten, Susan	8/24/2017	SLT Meeting Minutes	5/31/2018 quarterly
G1.B1.S2.MA3 M415355	Develop Mini-Teach PL based on collected PLC data and observations.	Stumpf, Josie	8/22/2017	SLT Meeting Minutes	5/31/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3 M415362	State Assessment Results	Tuten, Susan	5/25/2018	Step Zero for 2018-2019 school year	7/11/2018 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 implements rigorous instruction then student achievement will increase.

G1.B1 Lack of knowledge and implementation

G1.B1.S1 We will develop knowledge and skills for standards aligned instruction and improve implementation of core actions.

PD Opportunity 1

All teachers participate in the Volusia County Schools Professional Learning Plan (Pre-service, PL Day, 4 Regional and 4 School-based ERPLs)

Facilitator

District Staff, Coaches and Lead Teachers

Participants

Faculty

Schedule

Monthly, from 8/15/2017 to 5/30/2018

G1.B1.S2 We will develop highly effective PLCs to improve knowledge and implementation of the standards.

PD Opportunity 1

Provide professional learning on developing successful PLCs.

Facilitator

Josie Stumpf

Participants

Faculty

Schedule

On 8/22/2017

PD Opportunity 2

Provide PLC Mini-teach Topics during school faculty meetings determined by Action Step 3.

Facilitator

Josie Stumpf

Participants

Faculty

Schedule

Quarterly, from 8/22/2017 to 5/30/2018

VI. Technical Assistance Items

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