

Volusia County Schools

# Tomoka Elementary School



2018-19 Schoolwide Improvement Plan

## Tomoka Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	55%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	B	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.

### 2018-19 DA Category and Statuses for Tomoka Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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

Chrysalis Behavioral Health Services

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: H.E.R.O.s 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, Â§ 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	2	2	1	7	1	0	0	0	0	0	0	0	13
One or more suspensions	0	2	2	5	3	1	0	0	0	0	0	0	0	13
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	5	8	2	0	0	0	0	0	0	0	15

**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	2	2	5	8	2	0	0	0	0	0	0	0	19

**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 report 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
Roseboom, Julie	Principal
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
Shirah, Amanda	Teacher, K-12
Coschignano, Lisa	Teacher, K-12
Rolle, Melani	Assistant Principal
Smith, Lucille	Teacher, K-12
Jones, Julie	Teacher, K-12
Hartman, Brandi	Teacher, K-12
Hall, Michelle	Instructional Media
Railsback, Rebecca	School Counselor
Stephenson, Lynne	Instructional Coach

#### 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
Dr. Julie Roseboom	Principal
Kim Rickman	Parent
Katie LaComb	Parent
Lauren Reyes	Parent
Ben Graydon	Parent
Melissa Clark	Parent
Jenna Pender	Teacher
Edward LaComb	Business/Community
Sarah Mancuso	Parent
Jucel Meneses	Parent
Brianne DeSantis	Parent
Nancy Swift	Parent
Rafael Castells	Student
Karin Kaiser	Education Support Employee
Sandy Johnson	Parent
Kathy Mustopholus	Parent

## 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, Â§ 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
Roseboom, Julie	Principal
Rolle, Melani	Assistant Principal
Kennedy, Elizabeth	Teacher, ESE
Fox, Sue	Teacher, K-12
Jones, Julie	Teacher, K-12
Smith, Lucille	Teacher, K-12
Stephenson, Lynne	Instructional Coach

#### 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, Â§ 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**

Roseboom, Julie, jrosebo@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, Â§ 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" 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 leaders at Tomoka Elementary create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.
  
- G2.** If leaders at Tomoka Elementary School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement.

## 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 leaders at Tomoka Elementary create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts. 1a

G100503

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of how to integrate social emotional learning standards into instruction

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Social emotional learning specialist/Coordinator for Student Relations
- Stanford Harmony Free social emotional learning program
- Professional Learning
- School Counselor
- 

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

SIP Progress Monitoring Meeting

**Person Responsible**

Julie Roseboom

**Schedule**

On 10/29/2018

**Evidence of Completion**

SIP progress monitoring meeting minutes and sign-in sheets

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

SIP Mid-Year Review

**Person Responsible**

Julie Roseboom

**Schedule**

On 2/14/2019

**Evidence of Completion**

Mid-Year Review in CIMS

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

State Assessment Results

**Person Responsible**

Julie Roseboom

**Schedule**

Annually, from 6/20/2019 to 7/30/2019

***Evidence of Completion***

Step Zero for 2019-2020

**G2.** If leaders at Tomoka Elementary School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement. **1a**

G100504

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	42.0
FSA Mathematics Achievement	79.0
Math Gains	65.0
Math Lowest 25% Gains	58.0
Statewide Science Assessment Achievement	75.0

**Targeted Barriers to Achieving the Goal** **3**

- Limited knowledge of implementing effective writing instruction

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- District Support
- Curriculum Maps
- PLC time/Focus on Writing
- School-based professional development
- Volunteers
- Instructional Coach
- SAC funds
- Veteran Teachers
- PTA
- iStation (writing)
- PBIS
- ESE

**Plan to Monitor Progress Toward G2.** **8**

SIP Progress Monitoring Meeting

**Person Responsible**

Julie Roseboom

**Schedule**

On 10/29/2018

**Evidence of Completion**

SIP progress monitoring meeting minutes and sign-in sheets

**Plan to Monitor Progress Toward G2. 8**

SIP Mid-Year Review

**Person Responsible**

Julie Roseboom

**Schedule**

On 2/14/2019

***Evidence of Completion***

Mid-Year Review in CIMS

**Plan to Monitor Progress Toward G2. 8**

State Assessment Results

**Person Responsible**

Julie Roseboom

**Schedule**

Annually, from 6/20/2019 to 7/30/2019

***Evidence of Completion***

Step Zero for 2019-2020

## 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 leaders at Tomoka Elementary create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts. **1**

G100503

**G1.B1** Limited knowledge of how to integrate social emotional learning standards into instruction **2**

B270993

**G1.B1.S1** Refine systemic practice and provide professional learning to support implementation of the social emotional learning program **4**

S286910

### Strategy Rationale

Increase percentage of teachers effectively implementing social emotional learning curriculum.  
Decrease discipline referrals and increase attendance.  
Foster collective efficacy among student and teaches.

### Action Step 1 **5**

Participate in PBIS training

#### Person Responsible

Melani Rolle

#### Schedule

On 6/21/2018

#### Evidence of Completion

My PGS sign-in sheets

### Action Step 2 **5**

Participate in monthly PBIS/BLT trainings to review school-wide common language and procedures that support core beliefs

#### Person Responsible

Melani Rolle

#### Schedule

Monthly, from 8/13/2018 to 5/31/2019

#### Evidence of Completion

Agenda, Training PPT, Sign-in Sheets



**Action Step 3** 5

Establish procedures for developing implementation of student voice

**Person Responsible**

Melani Rolle

**Schedule**

Weekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Student surveys

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

Verify that BLT Leadership Team has created a master schedule and implementation plan for PBIS

**Person Responsible**

Melani Rolle

**Schedule**

Monthly, from 7/16/2018 to 5/30/2019

**Evidence of Completion**

PBIS Documents and Minutes

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

Touch base with BLT team to determine status of professional learning on PBIS

**Person Responsible**

Melani Rolle

**Schedule**

On 8/24/2018

**Evidence of Completion**

Outlook Meeting invite

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

Provide follow up support to ensure implementation of PBIS program.

**Person Responsible**

Julie Roseboom

**Schedule**

Biweekly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Outlook Meeting invites, Coach's documentation, Administrative walkthrough notes

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

Administrative conduct Data Walks

**Person Responsible**

Melani Rolle

**Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**Evidence of Completion**

Data Walk collection Tool

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

Discuss the effectiveness of PBIS documents and procedures and analyze collected data

**Person Responsible**

Julie Roseboom

**Schedule**

On 5/31/2019

**Evidence of Completion**

PBIS Documents and Minutes

**G2.** If leaders at Tomoka Elementary School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement. **1**

G100504

**G2.B1** Limited knowledge of implementing effective writing instruction **2**

B270997

**G2.B1.S1** Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction, **4**

S286911

### Strategy Rationale

- Increase percentage of teachers effectively implementing standards-aligned instruction
- Increase student achievement
- Foster collective efficacy among faculty and staff

### Action Step 1 **5**

Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.

#### Person Responsible

Julie Roseboom

#### Schedule

Monthly, from 6/6/2018 to 7/31/2018

#### Evidence of Completion

Evidence List of strengths and areas of weaknesses with focus areas identified

### Action Step 2 **5**

Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.

#### Person Responsible

Julie Roseboom

#### Schedule

Biweekly, from 6/6/2018 to 9/28/2018

#### Evidence of Completion

Completed plan of action, including timelines and people responsible.

**Action Step 3** 5

Communicate the draft plan, collect teacher input, then revise accordingly.

**Person Responsible**

Julie Roseboom

**Schedule**

On 8/10/2018

***Evidence of Completion***

Faculty meeting sign-in and input

**Action Step 4** 5

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

**Person Responsible**

**Schedule**

On 8/8/2018

***Evidence of Completion***

Evidence MyPGS sign-in sheets

**Action Step 5** 5

Instructional coach supports planning with teachers to examine the resources available and ensure the upcoming student tasks are aligned to the depth of the standard.

**Person Responsible**

Melani Rolle

**Schedule**

On 8/9/2018

***Evidence of Completion***

PLC minutes

### Action Step 6 5

Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

#### **Person Responsible**

Melani Rolle

#### **Schedule**

Weekly, from 8/13/2018 to 5/31/2019

#### ***Evidence of Completion***

Aligned tasks and coaching interaction data

### Action Step 7 5

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

#### **Person Responsible**

Melani Rolle

#### **Schedule**

On 9/17/2018

#### ***Evidence of Completion***

Aligned tasks and coaching interaction data

### Action Step 8 5

Teachers incorporate the information from Professional Learning into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

#### **Person Responsible**

Melani Rolle

#### **Schedule**

Weekly, from 9/18/2018 to 5/31/2019

#### ***Evidence of Completion***

Lesson plans and coach's interaction data

**Action Step 9** 5

Teachers participate in a school-based Early Release Professional Learning focused on systematic approach to writing instruction that are aligned to the focus standards (school-based ERPL #1).

**Person Responsible**

Melani Rolle

**Schedule**

On 8/29/2018

***Evidence of Completion***

Sign-in sheets

**Action Step 10** 5

Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

**Person Responsible**

Melani Rolle

**Schedule**

Biweekly, from 10/4/2018 to 5/31/2019

***Evidence of Completion***

Lesson plans and coach's interaction data

**Action Step 11** 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018-District ERPL #1; November 28, 2018-District ERPL #2, January 23, 2019-District ERPL #3, February 27, 2019-District ERPL #4).

**Person Responsible**

Melani Rolle

**Schedule**

Quarterly, from 10/17/2018 to 2/27/2019

***Evidence of Completion***

MyPGS sign in sheets

**Action Step 12** 5

Teachers observe each other implementing the new learning from the district ERPLs using the Peer observation Learning Design.

**Person Responsible**

Melani Rolle

**Schedule**

Monthly, from 10/18/2018 to 5/31/2019

***Evidence of Completion***

Teacher observation schedule

**Action Step 13** 5

Teachers incorporate the information from ERPLs into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated).

**Person Responsible**

Melani Rolle

**Schedule**

Weekly, from 10/18/2018 to 5/31/2019

***Evidence of Completion***

Teacher observation schedule

**Action Step 14** 5

Teachers participate in a school-based Early Release Professional Learning focused on writing, rigor, or collective efficacy (School-based ERPL #2).

**Person Responsible**

**Schedule**

On 9/26/2018

***Evidence of Completion***

MyPGS sign in sheets

### Action Step 15 5

Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

**Person Responsible**

Melani Rolle

**Schedule**

On 5/31/2019

***Evidence of Completion***

Lesson plans and coach's interaction data

### Action Step 16 5

Teachers participate a school-based Early Release Professional Learning focused on follow-up of "Write Score" implementation (ERPL #3-depending on purchase of program).

**Person Responsible**

Melani Rolle

**Schedule**

On 1/9/2019

***Evidence of Completion***

MyPGS sign-in sheets

### Action Step 17 5

Teachers will incorporate the information from ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

**Person Responsible**

Melani Rolle

**Schedule**

Monthly, from 11/7/2018 to 5/31/2019

***Evidence of Completion***

Lesson Plans and coach's interaction data



### Action Step 18 5

Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPLs. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning. (School-based ERPL #4).

#### **Person Responsible**

Melani Rolle

#### **Schedule**

On 2/6/2019

#### **Evidence of Completion**

MyPGS Sign-in sheets

### Action Step 19 5

Teachers will participate in school level professional learning via PLC, Faculty Meeting, and In-School Training (e.g., iStation, New Teachers, Lesson Study, etc.)

#### **Person Responsible**

Julie Roseboom

#### **Schedule**

Monthly, from 8/6/2018 to 5/31/2019

#### **Evidence of Completion**

Sign-in sheets, agendas

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

Touch base with professional learning facilitators to determine status of the professional learning plans.

#### **Person Responsible**

Melani Rolle

#### **Schedule**

Biweekly, from 8/7/2018 to 3/1/2019

#### **Evidence of Completion**

Outlook Meeting invite

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

Administrators conduct Data Walks

**Person Responsible**

Julie Roseboom

**Schedule**

On 5/30/2019

**Evidence of Completion**

Data Walk Collection Tools and Data Grids

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

Coach provides follow-up support to ensure implementation of standards aligned instruction

**Person Responsible**

Melani Rolle

**Schedule**

Weekly, from 8/20/2018 to 5/30/2019

**Evidence of Completion**

Coach's interaction data and notes

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

Determine status towards completing action steps 1-6 during monthly SLT Meeting

**Person Responsible**

Julie Roseboom

**Schedule**

Monthly, from 8/20/2018 to 5/30/2019

**Evidence of Completion**

SLT meeting notes

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

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

**Person Responsible**

Julie Roseboom

**Schedule**

Monthly, from 7/16/2018 to 5/30/2019

***Evidence of Completion***

Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes

## V. Professional Development Opportunities

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

**G1.** If leaders at Tomoka Elementary create a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an environment where students feel empowered to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

**G1.B1** Limited knowledge of how to integrate social emotional learning standards into instruction

**G1.B1.S1** Refine systemic practice and provide professional learning to support implementation of the social emotional learning program

### **PD Opportunity 1**

Participate in monthly PBIS/BLT trainings to review school-wide common language and procedures that support core beliefs

#### **Facilitator**

Assistant Principal

#### **Participants**

Teachers and Staff

#### **Schedule**

Monthly, from 8/13/2018 to 5/31/2019

**G2.** If leaders at Tomoka Elementary School develop systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction and social emotional learning to meet students' individual needs and increase academic achievement.

**G2.B1** Limited knowledge of implementing effective writing instruction

**G2.B1.S1** Refine systemic practices and provide professional learning to support implementation of standards-aligned instruction,

**PD Opportunity 1**

Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.

**Facilitator**

Curriculum Specialist or Coach

**Participants**

Teachers

**Schedule**

On 8/8/2018

**PD Opportunity 2**

Teachers participate in a Professional Learning Day focused on standards-aligned instruction.

**Facilitator**

Professional Learning Facilitators

**Participants**

Teachers

**Schedule**

On 9/17/2018

### PD Opportunity 3

Teachers participate in a school-based Early Release Professional Learning focused on systematic approach to writing instruction that are aligned to the focus standards (school-based ERPL #1).

**Facilitator**

Academic Coach

**Participants**

Teachers

**Schedule**

On 8/29/2018

### PD Opportunity 4

Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.

**Facilitator**

Academic Coach

**Participants**

Teachers

**Schedule**

Biweekly, from 10/4/2018 to 5/31/2019

### PD Opportunity 5

Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018-District ERPL #1; November 28, 2018-District ERPL #2, January 23, 2019-District ERPL #3, February 27, 2019-District ERPL #4).

**Facilitator**

Professional Learning Facilitator

**Participants**

Teachers

**Schedule**

Quarterly, from 10/17/2018 to 2/27/2019

### **PD Opportunity 6**

Teachers observe each other implementing the new learning from the district ERPLs using the Peer observation Learning Design.

#### **Facilitator**

Academic Coach

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 10/18/2018 to 5/31/2019

### **PD Opportunity 7**

Teachers incorporate the information from ERPLs into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated).

#### **Facilitator**

Academic Coach

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 10/18/2018 to 5/31/2019

### **PD Opportunity 8**

Teachers participate in a school-based Early Release Professional Learning focused on writing, rigor, or collective efficacy (School-based ERPL #2).

#### **Facilitator**

ERPL Facilitators

#### **Participants**

Teachers

#### **Schedule**

On 9/26/2018

### **PD Opportunity 9**

Teachers participate a school-based Early Release Professional Learning focused on follow-up of “Write Score” implementation (ERPL #3-depending on purchase of program).

#### **Facilitator**

ERPL Facilitators

#### **Participants**

Teachers

#### **Schedule**

On 1/9/2019

### **PD Opportunity 10**

Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPLs. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning. (School-based ERPL #4).

#### **Facilitator**

Academic Coach

#### **Participants**

Teachers

#### **Schedule**

On 2/6/2019

### **PD Opportunity 11**

Teachers will participate in school level professional learning via PLC, Faculty Meeting, and In-School Training (e.g., iStation, New Teachers, Lesson Study, etc.)

#### **Facilitator**

Academic Coach

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/6/2018 to 5/31/2019



## 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	Participate in PBIS training	\$0.00
2	G1.B1.S1.A2	Participate in monthly PBIS/BLT trainings to review school-wide common language and procedures that support core beliefs	\$0.00
3	G1.B1.S1.A3	Establish procedures for developing implementation of student voice	\$0.00
4	G2.B1.S1.A1	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to identify strengths and areas of weaknesses; then prioritize areas of focus.	\$0.00
5	G2.B1.S1.A10	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
6	G2.B1.S1.A11	Teachers participate in the district Early Release Professional Learning sessions focused on standards-aligned instruction (Oct. 17, 2018-District ERPL #1; November 28, 2018-District ERPL #2, January 23, 2019-District ERPL #3, February 27, 2019-District ERPL #4).	\$0.00
7	G2.B1.S1.A12	Teachers observe each other implementing the new learning from the district ERPLs using the Peer observation Learning Design.	\$0.00
8	G2.B1.S1.A13	Teachers incorporate the information from ERPLs into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers. (After each district ERPL session, steps 13 and 14 should be repeated).	\$0.00
9	G2.B1.S1.A14	Teachers participate in a school-based Early Release Professional Learning focused on writing, rigor, or collective efficacy (School-based ERPL #2).	\$0.00
10	G2.B1.S1.A15	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
11	G2.B1.S1.A16	Teachers participate a school-based Early Release Professional Learning focused on follow-up of "Write Score" implementation (ERPL #3-depending on purchase of program).	\$0.00
12	G2.B1.S1.A17	Teachers will incorporate the information from ERPL #3 into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
13	G2.B1.S1.A18	Teachers participate in a school-based Early Release Professional Learning focused on collaborating with their colleagues, highlighting best practices they have learned from the first three school-based and the district ERPLs. They will reflect on their growth and discuss how this has impacted their teaching practice and student learning. (School-based ERPL #4).	\$0.00
14	G2.B1.S1.A19	Teachers will participate in school level professional learning via PLC, Faculty Meeting, and In-School Training (e.g., iStation, New Teachers, Lesson Study, etc.)	\$0.00
15	G2.B1.S1.A2	Develop plan of action for professional learning and systemic practices including the infrastructure for implementation.	\$0.00

16	G2.B1.S1.A3	Communicate the draft plan, collect teacher input, then revise accordingly.	\$0.00
17	G2.B1.S1.A4	Teacher participation in district content sessions supporting standards-aligned instruction during pre-planning week.	\$0.00
18	G2.B1.S1.A5	Instructional coach supports planning with teachers to examine the resources available and ensure the upcoming student tasks are aligned to the depth of the standard.	\$0.00
19	G2.B1.S1.A6	Teachers incorporate the aligned tasks into their instruction with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
20	G2.B1.S1.A7	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	\$0.00
21	G2.B1.S1.A8	Teachers incorporate the information from Professional Learning into their lessons with instructional coach observing implementation of the lessons and providing feedback and coaching support to teachers.	\$0.00
22	G2.B1.S1.A9	Teachers participate in a school-based Early Release Professional Learning focused on systematic approach to writing instruction that are aligned to the focus standards (school-based ERPL #1).	\$0.00
<b>Total:</b>			<b>\$0.00</b>

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2019</b>					
G1.B1.S1.A1 A388498	Participate in PBIS training	Rolle, Melani	6/21/2018	My PGS sign-in sheets	6/21/2018 one-time
G2.B1.S1.A1 A388501	Analyze data from Step Zero and the Systemic Practices for School Improvement reflection to...	Roseboom, Julie	6/6/2018	Evidence List of strengths and areas of weaknesses with focus areas identified	7/31/2018 monthly
G2.B1.S1.A4 A388504	Teacher participation in district content sessions supporting standards-aligned instruction during...		8/8/2018	Evidence MyPGS sign-in sheets	8/8/2018 one-time
G2.B1.S1.A5 A388505	Instructional coach supports planning with teachers to examine the resources available and ensure...	Rolle, Melani	8/9/2018	PLC minutes	8/9/2018 one-time
G2.B1.S1.A3 A388503	Communicate the draft plan, collect teacher input, then revise accordingly.	Roseboom, Julie	8/7/2018	Faculty meeting sign-in and input	8/10/2018 one-time
G1.B1.S1.MA3 M424530	Touch base with BLT team to determine status of professional learning on PBIS	Rolle, Melani	8/13/2018	Outlook Meeting invite	8/24/2018 one-time
G2.B1.S1.A9 A388509	Teachers participate in a school-based Early Release Professional Learning focused on systematic...	Rolle, Melani	8/29/2018	Sign-in sheets	8/29/2018 one-time
G2.B1.S1.A7 A388507	Teachers participate in a Professional Learning Day focused on standards-aligned instruction.	Rolle, Melani	9/17/2018	Aligned tasks and coaching interaction data	9/17/2018 one-time
G2.B1.S1.A14 A388514	Teachers participate in a school-based Early Release Professional Learning focused on writing,...		9/26/2018	MyPGS sign in sheets	9/26/2018 one-time
G2.B1.S1.A2 A388502	Develop plan of action for professional learning and systemic practices including the...	Roseboom, Julie	6/6/2018	Completed plan of action, including timelines and people responsible.	9/28/2018 biweekly
G1.MA1 M424533	SIP Progress Monitoring Meeting	Roseboom, Julie	10/29/2018	SIP progress monitoring meeting minutes and sign-in sheets	10/29/2018 one-time
G2.MA1 M424541	SIP Progress Monitoring Meeting	Roseboom, Julie	10/29/2018	SIP progress monitoring meeting minutes and sign-in sheets	10/29/2018 one-time
G2.B1.S1.A16 A388516	Teachers participate a school-based Early Release Professional Learning focused on follow-up of...	Rolle, Melani	1/9/2019	MyPGS sign-in sheets	1/9/2019 one-time
G2.B1.S1.A18 A388518	Teachers participate in a school-based Early Release Professional Learning focused on collaborating...	Rolle, Melani	2/6/2019	MyPGS Sign-in sheets	2/6/2019 one-time
G1.MA2 M424534	SIP Mid-Year Review	Roseboom, Julie	2/14/2019	Mid-Year Review in CIMS	2/14/2019 one-time
G2.MA2 M424542	SIP Mid-Year Review	Roseboom, Julie	2/14/2019	Mid-Year Review in CIMS	2/14/2019 one-time
G2.B1.S1.A11 A388511	Teachers participate in the district Early Release Professional Learning sessions focused on...	Rolle, Melani	10/17/2018	MyPGS sign in sheets	2/27/2019 quarterly
G2.B1.S1.MA1 M424537	Touch base with professional learning facilitators to determine status of the professional learning...	Rolle, Melani	8/7/2018	Outlook Meeting invite	3/1/2019 biweekly
G1.B1.S1.MA1 M424529	Verify that BLT Leadership Team has created a master schedule and implementation plan for PBIS	Rolle, Melani	7/16/2018	PBIS Documents and Minutes	5/30/2019 monthly

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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
G2.B1.S1.MA1  M424536	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Roseboom, Julie	7/16/2018	Monthly Data Walks, Observational Notes, Lesson Plans, VXT Data, SLT Minutes	5/30/2019 monthly
G2.B1.S1.MA2  M424538	Administrators conduct Data Walks	Roseboom, Julie	8/20/2018	Data Walk Collection Tools and Data Grids	5/30/2019 one-time
G2.B1.S1.MA3  M424539	Coach provides follow-up support to ensure implementation of standards aligned instruction	Rolle, Melani	8/20/2018	Coach's interaction data and notes	5/30/2019 weekly
G2.B1.S1.MA4  M424540	Determine status towards completing action steps 1-6 during monthly SLT Meeting	Roseboom, Julie	8/20/2018	SLT meeting notes	5/30/2019 monthly
G1.B1.S1.MA1  M424528	Discuss the effectiveness of PBIS documents and procedures and analyze collected data	Roseboom, Julie	7/15/2018	PBIS Documents and Minutes	5/31/2019 one-time
G1.B1.S1.MA4  M424531	Provide follow up support to ensure implementation of PBIS program.	Roseboom, Julie	8/13/2018	Outlook Meeting invites, Coach's documentation, Administrative walkthrough notes	5/31/2019 biweekly
G1.B1.S1.MA5  M424532	Administrative conduct Data Walks	Rolle, Melani	8/13/2018	Data Walk collection Tool	5/31/2019 monthly
G1.B1.S1.A2  A388499	Participate in monthly PBIS/BLT trainings to review school-wide common language and procedures that...	Rolle, Melani	8/13/2018	Agenda, Training PPT, Sign-in Sheets	5/31/2019 monthly
G1.B1.S1.A3  A388500	Establish procedures for developing implementation of student voice	Rolle, Melani	8/13/2018	Student surveys	5/31/2019 weekly
G2.B1.S1.A6  A388506	Teachers incorporate the aligned tasks into their instruction with instructional coach observing...	Rolle, Melani	8/13/2018	Aligned tasks and coaching interaction data	5/31/2019 weekly
G2.B1.S1.A8  A388508	Teachers incorporate the information from Professional Learning into their lessons with...	Rolle, Melani	9/18/2018	Lesson plans and coach's interaction data	5/31/2019 weekly
G2.B1.S1.A10  A388510	Teachers incorporate the information from ERPL #1 into their lessons, with instructional coach...	Rolle, Melani	10/4/2018	Lesson plans and coach's interaction data	5/31/2019 biweekly
G2.B1.S1.A12  A388512	Teachers observe each other implementing the new learning from the district ERPLs using the Peer...	Rolle, Melani	10/18/2018	Teacher observation schedule	5/31/2019 monthly
G2.B1.S1.A13  A388513	Teachers incorporate the information from ERPLs into their lessons with instructional coach...	Rolle, Melani	10/18/2018	Teacher observation schedule	5/31/2019 weekly
G2.B1.S1.A15  A388515	Teachers incorporate the information from ERPL #2 into their lessons with instructional coach...	Rolle, Melani	11/5/2018	Lesson plans and coach's interaction data	5/31/2019 one-time
G2.B1.S1.A17  A388517	Teachers will incorporate the information from ERPL #3 into their lessons with instructional coach...	Rolle, Melani	11/7/2018	Lesson Plans and coach's interaction data	5/31/2019 monthly
G2.B1.S1.A19  A388519	Teachers will participate in school level professional learning via PLC, Faculty Meeting, and...	Roseboom, Julie	8/6/2018	Sign-in sheets, agendas	5/31/2019 monthly
G1.MA3  M424535	State Assessment Results	Roseboom, Julie	6/20/2019	Step Zero for 2019-2020	7/30/2019 annually
G2.MA3  M424543	State Assessment Results	Roseboom, Julie	6/20/2019	Step Zero for 2019-2020	7/30/2019 annually