



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Tomoka Elementary School**

999 OLD TOMOKA RD

Ormond Beach, FL 32174

386-258-4676

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

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>50% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>30%               |

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## School Grades History

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|                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>B | <b>2011-12</b><br>A | <b>2010-11</b><br>A |
|---------------------|---------------------|---------------------|---------------------|

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## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Tomoka Elementary School

##### Principal

Julie Johnson

##### School Advisory Council chair

Lucille Smith

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name              | Title                       |
|-------------------|-----------------------------|
| Julie Johnson     | Principal                   |
| Rachel Hazel      | Principal Intern            |
| Sue Fox           | Teacher, Intermediate       |
| Terri Gill        | Teacher, Primary            |
| Elizabeth Kennedy | Teacher, ESE                |
| Amber McAndrew    | Teacher, Intermediate       |
| Monica Sherwin    | Teacher, Intermediate       |
| Erma Wing         | Teacher, Primary            |
| Ellen Bayuk       | Teacher, ESE                |
| Michelle Hall     | Teacher, Media Specialist   |
| Jewel Johnson     | Teacher, Guidance Counselor |
| Lucille Smith     | Teacher, Primary            |

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A. Smith

##### Date of school board approval of SIP

12/10/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Membership Composition: 55% Parents / 45% School Staff

ELECTED MEMBERS:

Craig Albright / Parent

Bari Amols / Support Staff  
Jeremy Buckmaster / Parent  
Nicole Gillespie / Parent  
Ryan Ochipa / Business Partner  
Kim Sander / Teacher  
Lucille Smith / Teacher  
APPOINTED MEMBERS:  
Michele Johnson / Parent  
Marcia Peterzell / Parent  
Rachel Hazel / Principal Intern  
Julie Johnson / Principal

**Involvement of the SAC in the development of the SIP**

On September 16, 2013, SAC members were informed of the focus of this year's school improvement plan. School performance data was discussed and strategies were reviewed. Members had the opportunity to provide input regarding school strategies.

**Activities of the SAC for the upcoming school year**

The Tomoka SAC will engage in activities related to the development, implementation and monitoring of the 2013-2014 school improvement plan.  
The Tomoka SAC will monitor the SAC budget.  
The members will be provided training relevant to their role.  
The members will be informed of district policies and process through updates by the Tomoka District Advisory Council member.

**Projected use of school improvement funds, including the amount allocated to each project**

The projected use of school improvement funds will support the professional development of instructional staff.  
The Tomoka SAC has a process in which teachers submit an application to access SAC funds for professional development.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Julie Johnson**

Principal

Years as Administrator: 19

Years at Current School: 10

**Credentials**

Degrees:

B.A.

M.A.

Ed.S.

Certifications:

Psychology

Specific Learning Disabilities

Mentally Handicapped

School Principal

**Performance Record**

2013 Tomoka B School (72%R/ 67%M; 59%R/ 58%M; 58%R / 47%M)

2012 Tomoka A School, (72% R/70% M; 71% R/75% M; 63% R/ 68% M)

2011 Ormond A School, AYP 82% (81% R/73% M; 61% R/52% M; 63% R/60% M)

2011 Tomoka A School, AYP 97% (91% R/85% M; 63% R/60% M; 58% R/59% M)

2010 Ormond B School, AYP 92% (80% R/86% M; 67% R/61% M; 37% R/55% M)

2010 Tomoka A School, AYP 97% (87% R/82% M; 73% R/66% M; 60% R/58% M)

2009 Ormond A School, AYP 100%(79%R/85% M;71%R/ 75M;67% R/76%M)

2009 Tomoka B School AYP 97% (87%R/87%M;70%R/ 54%M;56%R/45%M)

2008 Tomoka A School, AYP 100% (88% R/87% M; 72%R/59% 59%R,62%M)

2007 Tomoka A School, AYP 100%(92%R/85% M,77%R/ 67%M;74%R/54%M)

2006 Tomoka A School, AYP 100% (92% R/85% M; 68% R/67% M; 65% R)

2005 Tomoka A School, AYP 100% (89%R/84%M;75%R/ 71%M;66%R) 2004 Hurst A School, AYP 93% (78%R/77%M;

76%R/75%M;65%R

2003 Hurst A School, AYP N/A; (75%R/74%M; 76%R/68%M; 70%R) 2002 Osteen B School AYP N/A ;(70%R/68%M; 61%R/ 68%M; 61%R) 2001 Osteen C School (65%R/72%M) \*(Proficient

Reading/Math;

Learning Gains Reading/Math; Lowest 25% Reading/Math)





**# Highly Qualified Teachers**

100%

**# certified in-field**

56, 98%

**# ESOL endorsed**

24, 42%

**# reading endorsed**

7, 12%

**# with advanced degrees**

28, 49%

**# National Board Certified**

5, 9%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

2, 4%

**# with 6-14 years of experience**

13, 23%

**# with 15 or more years of experience**

41, 72%

**Education Paraprofessionals**

**# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- Leadership opportunities (Principal)
- PLC collaboration (Principal, Principal Intern and Leadership Team)
- Celebrations/teacher recognition (Principal and Principal Intern)
- Professional development (Principal, Principal Intern and Leadership Team)
- Network with community and district organizations (Principal and Principal Intern)

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Identified teachers are mentored by effective teachers with support from administrators. Mentoring support includes lesson collaboration, grade level meeting support, assistance with data analysis, support with parent conferences, and providing an awareness of school/district organizations and cultures.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Team members represent content areas and intermediate and primary grades and include members trained in Common Core implementation. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Summer Program

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

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

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

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

#### **Who is responsible for monitoring implementation of this strategy?**

District and school instructional personnel.

**Strategy:** Before or After School Program

**Minutes added to school year:** 170

Identified students (subgroup) receive additional math instruction (tutoring) after school at an off site location

### **Strategy Purpose(s)**

- Instruction in core academic subjects

### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Tutors will complete tutoring logs and formative assessments. This data will be reviewed at PLC meetings.

### **Who is responsible for monitoring implementation of this strategy?**

Tutors and classroom teachers

## **Literacy Leadership Team (LLT)**

### **Names and position titles of the members of the school-based LLT**

| <b>Name</b>       | <b>Title</b>          |
|-------------------|-----------------------|
| Julie Johnson     | Principal             |
| Rachel Hazel      | Principal Intern      |
| Lucille Smith     | Teacher, Primary      |
| Monica Sherwin    | Teacher, Intermediate |
| Erma Wing         | Teacher, Primary      |
| Amber McAndrew    | Teacher, Intermediate |
| Terri Gill        | Teacher, Primary      |
| Sue Fox           | Teacher, Intermediate |
| Elizabeth Kennedy | Teacher, ESE          |

### **How the school-based LLT functions**

The Literacy Leadership Team serves as the school based instructional leadership team. The team ensures that the curriculum is being implemented and appropriate intervention or enrichment is provided. The team discusses assessment calendars, implementation, follow up and instructional implications. The team meets twice a month and is responsible for facilitating Common Core implementation and providing professional development. Member roles reflect support in Common Core, data analysis, PLC, and subject areas. The team is also responsible for developing, implementing and monitoring the strategies identified in the School Improvement Plan.

### **Major initiatives of the LLT**

The major initiatives of the LLT are analyzing student performance data, communicating the school wide focus, professional development and Common Core implementation.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school 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 pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 76%           | 72%           | No          | 78%           |
| American Indian            |               |               |             |               |
| Asian                      |               | 82%           |             |               |
| Black/African American     | 48%           | 47%           | No          | 54%           |
| Hispanic                   | 63%           | 56%           | No          | 67%           |
| White                      | 79%           | 75%           | No          | 81%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 42%           | 33%           | No          | 48%           |
| Economically disadvantaged | 68%           | 62%           | No          | 71%           |

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 247           | 71%           | 74%           |
| Students scoring at or above Achievement Level 4 | 161           | 46%           | 49%           |

#### Florida Alternate Assessment (FAA)

|  | 2013 Actual # | 2013 Actual %                              | 2014 Target % |
|--|---------------|--|---------------|
| Students scoring at Levels 4, 5, and 6 |               | <i>[data excluded for privacy reasons]</i> | 0%            |
| Students scoring at or above Level 7   |               | <i>[data excluded for privacy reasons]</i> | 0%            |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 246           | 72%           | 75%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 29            | 54%           | 57%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] |               | 47%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | [data excluded for privacy reasons] |               | 32%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | [data excluded for privacy reasons] |               | 24%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. |               |               |               |

**Area 2: Writing**

|   | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 67                                  | 61%           | 65%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | [data excluded for privacy reasons] |               | 0%            |

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 74%           | 67%           | No          | 77%           |
| American Indian            |               |               |             |               |
| Asian                      |               | 73%           |             |               |
| Black/African American     | 43%           | 29%           | No          | 49%           |
| Hispanic                   | 63%           | 42%           | No          | 67%           |
| White                      | 78%           | 73%           | No          | 80%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 40%           | 35%           | No          | 46%           |
| Economically disadvantaged | 65%           | 57%           | No          | 69%           |



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 231           | 66%           | 69%           |
| Students scoring at or above Achievement Level 4 | 137           | 39%           | 42%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                       | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] |               | 0%            |
| Students scoring at or above Level 7   | [data excluded for privacy reasons] |               | 0%            |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 123           | 54%           | 58%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 25            | 44%           | 50%           |

**Middle School Acceleration**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications |               |               |               |
| Middle school performance on high school EOC and industry certifications   |               |               |               |

**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 74%           |               | No          | 77%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 43%           |               | No          | 49%           |
| Hispanic                   | 63%           |               | No          | 67%           |
| White                      | 78%           |               | No          | 80%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 40%           |               | No          | 46%           |
| Economically disadvantaged | 65%           |               | No          | 69%           |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 89            | 70%           | 73%           |
| Students scoring at or above Achievement Level 4 | 50            | 39%           | 42%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 |               |               |               |
| Students scoring at or above Level 7   |               |               |               |

**Biology I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 4             |               | 5           |
| Participation in STEM-related experiences provided for students  | 387           | 52%           | 54%         |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  |               |               |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses |               |               |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               |               |               |
| Students taking CTE industry certification exams   |               |               |               |
| Passing rate (%) for students who take CTE industry certification exams                                  |               |               |               |
| CTE program concentrators  |               |               |               |
| CTE teachers holding appropriate industry certifications   |               |               |               |

**Area 7: Social Studies**

**U.S. History End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Civics End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          |               |               |               |
| Students scoring at or above Achievement Level 4 |               |               |               |

**Area 8: Early Warning Systems****Elementary School Indicators**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time  |               |               |               |
| Students retained, pursuant to s. 1008.25, F.S.   | 19            | 3%            | 3%            |
| Students who are not proficient in reading by third grade   | 33            | 28%           | 25%           |
| Students who receive two or more behavior referrals   | 35            | 4%            | 3%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 21            | 2%            | 1%            |

**Middle School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   |               |               |               |
| Students who fail a mathematics course   |               |               |               |
| Students who fail an English Language Arts course  |               |               |               |
| Students who fail two or more courses in any subject   |               |               |               |
| Students who receive two or more behavior referrals  |               |               |               |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. |               |               |               |

**High School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   |               |               |               |
| Students in ninth grade with one or more absences within the first 20 days                                     |               |               |               |
| Students in ninth grade who fail two or more courses in any subject  |               |               |               |
| Students with grade point average less than 2.0  |               |               |               |
| Students who fail to progress on-time to tenth grade   |               |               |               |
| Students who receive two or more behavior referrals  |               |               |               |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. |               |               |               |

**Graduation**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S.  |               |               |               |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) |               |               |               |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.   |               |               |               |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)  |               |               |               |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Targets:

Attain the Five Star School Award.

Attain 100% membership in the Tomoka Parent Teacher Association (PTA).

Provide STEM activities for families (Science Night)

Parental involvement activities:

Dads and Grandads

Mentoring Program

Volunteers

Parent Education: Kindergarten Parent Curriculum Night, Kindergarten Orientation, FCAT Writes

Open House

Parent Conferences

Fall Festival

Tomoka 5K  
 Walk-A-Thon  
 Tomoka Mile  
 Homeroom Parent organization  
 PTA  
 Field Day  
 New to Tomoka Family Breakfast  
 Teacher communication to parents regarding grading system  
 SAC  
 Grandparents' Day  
 Family Nights: Book Fair, Science Fair, Social Studies Fair, Science Night

**Specific Parental Involvement Targets**

| Target                                | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------|---------------|---------------|---------------|
| Current level of Parental involvement | 438           | 60%           | 62%           |

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

## Goals Summary

- G1.** Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs

## Goals Detail

**G1.** Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs

### Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal

- Teachers use Thinking Math strategies
- Availability of instructional materials
- Applied for grant to provide math tutoring at the Keech Street Library and during school
- Professional Development Days and Early Release Professional Development
- Disaggregated data is readily available to identify those students in subgroups and lowest quartile
- Lesson plans reflect specific learning targets
- Expertise of faculty
- Increased professional development and use of technology
- Common planning times
- Number of ESOL endorsed faculty
- Flexible scheduling

### Targeted Barriers to Achieving the Goal

- Minimal targeted intervention

## Plan to Monitor Progress Toward the Goal

Progress will be monitored through an ongoing review of: A. PLC minutes B. Common formative and summative assessment data

**Person or Persons Responsible**

Administration, instructional staff

**Target Dates or Schedule:**

October 2013-May 2014

**Evidence of Completion:**

PLC minutes and assessment data



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs

**G1.B5** Minimal targeted intervention

**G1.B5.S4** Provide intervention to targeted students

#### Action Step 1

Identify students needing targeted intervention

##### Person or Persons Responsible

Instructional staff

##### Target Dates or Schedule

September 2013 and ongoing

##### Evidence of Completion

Data documents, PLC minutes, lesson plans, assessments

##### Facilitator:

Jewel Johnson, counselor, and Bethune Cookman University staff member-"Working with Minority Students"

##### Participants:

Instructional staff, administration

#### Action Step 2

Data driven interventions will be developed and implemented

##### Person or Persons Responsible

Instructional staff

##### Target Dates or Schedule

October 2013 to May 2014

##### Evidence of Completion

Data documents, PLC minutes, Intervention Log, lesson plans, assessments, observation, tutoring records

### **Action Step 3**

Data driven interventions will be monitored and reevaluated

#### **Person or Persons Responsible**

Instructional staff

#### **Target Dates or Schedule**

September 2013- May 2014

#### **Evidence of Completion**

Data documents, PLC minutes, lesson plans, assessments, progress monitoring tools, observation, tutoring records, Intervention Log

### **Plan to Monitor Fidelity of Implementation of G1.B5.S4**

PLC meetings, common assessments

#### **Person or Persons Responsible**

Administration, instructional staff

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Observations

### **Plan to Monitor Effectiveness of G1.B5.S4**

Increased student achievement

#### **Person or Persons Responsible**

Administration, instructional staff, students

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Formative and summative assessments, student self assessments

**G1.B5.S9** Establish protocol for PLC meetings

**Action Step 1**

Establish guidelines used to facilitate PLC meetings

**Person or Persons Responsible**

Administration and Instructional Leadership Team

**Target Dates or Schedule**

September - October 2013

**Evidence of Completion**

PLC minutes, Intervention Log

**Action Step 2**

Implement consistent PLC format

**Person or Persons Responsible**

Instructional staff

**Target Dates or Schedule**

October 2013-May 2014

**Evidence of Completion**

Published PLC minutes, Intervention Log

**Plan to Monitor Fidelity of Implementation of G1.B5.S9**

Administrative attendance at PLC meetings

**Person or Persons Responsible**

Administration, Instructional Teacher on Assignment, and instructional staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Published PLC minutes

## Plan to Monitor Effectiveness of G1.B5.S9

PLC minutes reflect appropriate interventions correlated with student data

### Person or Persons Responsible

Administration, Instructional Teacher on Assignment, instructional staff

### Target Dates or Schedule

Ongoing

### Evidence of Completion

PLC minutes and administrative attendance

## G1.B5.S10 Provide Professional Development regarding effective PLC components

### Action Step 1

Instructional staff will participate in Professional Development regarding the structure of a PLC meeting A. Roles and responsibilities B. Data analysis C. Formulating intervention groups D. Monitoring

### Person or Persons Responsible

Administration and instructional staff

### Target Dates or Schedule

October - November 2013

### Evidence of Completion

Sign-in sheet and observation

### Facilitator:

Instructional Teacher on Assignment

### Participants:

Administration and instructional staff

### Plan to Monitor Fidelity of Implementation of G1.B5.S10

Analysis of Exit Ticket

**Person or Persons Responsible**

Instructional Teacher on Assignment

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Exit Ticket

### Plan to Monitor Effectiveness of G1.B5.S10

Teachers will engage in effective PLC meetings

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

October 2013-May 2014

**Evidence of Completion**

Administrative attendance, PLC minutes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment.

#### Title X

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

#### Violence Prevention Programs

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

- DARE
- Red Ribbon Week activities
- Suicide Prevention training (staff)
- Bullying Prevention program (students)
- Bullying Prevention training (staff)
- Creating Emotional Safety training (staff)
- Recognitions for positive behavior: Terrific Kids, Citizens of the Week, Top Brave

#### Nutrition Programs

Tomoka Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness instruction through PE classes
- Health instruction through PE classes

#### Job Training

Tomoka Elementary offers students' career awareness opportunities through Jr. Achievement programs, FFEA job shadowing opportunities, Career Day, Vehicle Day, guest speakers from business and industry, and field trips to business and industry locations.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs

**G1.B5** Minimal targeted intervention

**G1.B5.S4** Provide intervention to targeted students

### PD Opportunity 1

Identify students needing targeted intervention

#### Facilitator

Jewel Johnson, counselor, and Bethune Cookman University staff member-"Working with Minority Students"

#### Participants

Instructional staff, administration

#### Target Dates or Schedule

September 2013 and ongoing

#### Evidence of Completion

Data documents, PLC minutes, lesson plans, assessments

**G1.B5.S10** Provide Professional Development regarding effective PLC components

**PD Opportunity 1**

Instructional staff will participate in Professional Development regarding the structure of a PLC meeting A. Roles and responsibilities B. Data analysis C. Formulating intervention groups D. Monitoring

**Facilitator**

Instructional Teacher on Assignment

**Participants**

Administration and instructional staff

**Target Dates or Schedule**

October - November 2013

**Evidence of Completion**

Sign-in sheet and observation



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description   | Total   |
|-------|---|---------|
| G1.   | Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs | \$7,000 |
| Total |   | \$7,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source             | Personnel | Total   |
|----------------------------|-----------|---------|
| PTA and FUTURES Foundation | \$7,000   | \$7,000 |
| Total                      | \$7,000   | \$7,000 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Adopt a school wide focus to increase student achievement by ensuring instructional decisions are data driven and meet student learning needs

**G1.B5** Minimal targeted intervention

**G1.B5.S4** Provide intervention to targeted students

#### Action Step 2

Data driven interventions will be developed and implemented

#### Resource Type

Personnel

#### Resource

Tutors to provide math intervention at an off- campus site after school, tutors to provide additional math intervention during the school day and substitutes to provide time for teachers to analyze student data.

#### Funding Source

PTA and FUTURES Foundation

#### Amount Needed

\$7,000