

Volusia County Schools

# Tomoka Elementary School



2021-22 Schoolwide Improvement Plan

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# Tomoka Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

## Demographics

**Principal: Julie Roseboom**

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	89%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (62%) 2016-17: A (69%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Volusia County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# 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>2020-21 Title I School</b>	<b>2020-21 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	29%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## School Board Approval

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## SIP Authority

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<https://www.floridacims.org>.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

Tomoka: Encourage. Empower. Engage.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Roseboom, Julie	Principal	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 (materials and personnel) to determine how to best support students and teachers. Team members represent a leader from each grade level and department, with expertise in the areas of 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.
Smith, Monica	Assistant Principal	Job duties and responsibilities include assistant principal, Crisis Alert Responder, Professional Learning Communities/PL VSET/DPP, instructional materials/textbook inventory, Threat Assessment Team member, Safety & Security Drills/Documents, Pest control, attendance program, discipline, transportation, cafeteria, intern placement, teacher induction program, tutoring program, substitute/coverage, support testing coordinator, PBIS coordinator, School Improvement Plan/SAC, awards programs and newsletter.
Shirah, Amanda	Teacher, K-12	Job duties and responsibilities include 1st grade teacher, grade chair, school leadership team and PTA.
Fox, Sue	Teacher, K-12	Job duties and responsibilities include 4th grade teacher, grade chair, school leadership team, DLTL, lesson study chair and PTA member.
Hall, Michelle	Instructional Media	Job duties and responsibilities include media specialist, school leadership team, DLTL, ESOL compliance specialist, spelling bee chair and team leader.
Jones, Julie	Teacher, K-12	Job duties and responsibilities include 5th grade teacher, school leadership team, team leader, and lesson study team.
Fordham, Tionis	Instructional Coach	Job duties and responsibilities include academic coach, school leadership team and school advisory council.
Ballard, Tara	Teacher, K-12	Job duties and responsibilities include 2nd grade teacher, grade chair, and school leadership team.

Name	Position Title	Job Duties and Responsibilities
Moor, Mindy	Teacher, K-12	Job duties and responsibilities 3rd grade teacher, school leadership team and grade chair.
Sebastianelli, Beth	Teacher, ESE	Job duties and responsibilities ESE teacher, team chair, and school leadership team.
Kurland, Alexis	Teacher, PreK	Job duties and responsibilities include pre-k teacher and PBIS Team Leader - PBIS Data Review.
Martino, Brenda	Administrative Support	Job duties and responsibilities include principal's secretary, PTA board member, SAC member, school leadership team and Budget - Monitor Expenditures & Processes.

### Demographic Information

**Principal start date**

Sunday 7/1/2018, Julie Roseboom

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

713

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

20

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

14

**Demographic Data**

### Early Warning Systems

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	125	124	118	113	83	135	0	0	0	0	0	0	0	698
Attendance below 90 percent	4	12	11	14	11	11	0	0	0	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	7	29	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	37	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	4	2	2	0	2	2	0	0	0	0	0	0	0	12

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	5	8	18	0	0	0	0	0	0	0	33

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	2	2	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Thursday 8/19/2021

**2020-21 - As Reported**

**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	
Number of students enrolled	91	91	87	71	94	102	0	0	0	0	0	0	0	536
Attendance below 90 percent	4	13	6	6	8	10	0	0	0	0	0	0	0	47
One or more suspensions	0	4	2	2	2	11	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	12	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - Updated**

**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	
Number of students enrolled	91	91	87	71	94	102	0	0	0	0	0	0	0	536
Attendance below 90 percent	4	13	6	6	8	10	0	0	0	0	0	0	0	47
One or more suspensions	0	3	2	6	4	7	0	0	0	0	0	0	0	22
Course failure in ELA	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	3	12	0	0	0	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				69%	56%	57%	70%	55%	56%
ELA Learning Gains				66%	56%	58%	58%	51%	55%
ELA Lowest 25th Percentile				40%	46%	53%	39%	39%	48%
Math Achievement				76%	59%	63%	77%	60%	62%
Math Learning Gains				72%	56%	62%	63%	54%	59%
Math Lowest 25th Percentile				58%	43%	51%	56%	40%	47%
Science Achievement				68%	57%	53%	73%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	58%	4%	58%	4%
Cohort Comparison						
04	2021					
	2019	72%	54%	18%	58%	14%
Cohort Comparison		-62%				
05	2021					
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	60%	9%	62%	7%
Cohort Comparison						
04	2021					
	2019	78%	59%	19%	64%	14%
Cohort Comparison		-69%				
05	2021					
	2019	76%	54%	22%	60%	16%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	56%	11%	53%	14%
Cohort Comparison						

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

i-Ready data from the fall, winter and spring assessment administrations was used to compile the ELA and math data for grades 1-5. Science assessments (VST 1, 2 & 3) were used to determine the science data for grade 5.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		96/26.04%	107/51.40%	106/76.42%
	Economically Disadvantaged		56/19.64%	64/37.50%	63/65.08%
	Students With Disabilities		8/12.50%	12/8.33%	10/30.00%
	English Language Learners		1/0.00%	2/100.00%	1/100.00%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		96//14.58%	104/48.08%	106/72.64%
	Economically Disadvantaged		55/10.91%	63/36.51%	62/66.13%
	Students With Disabilities		7/0.00%	10/10.00%	10/30.00%
	English Language Learners		2/0.00%	1/0.00%	1/52.10%
Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		98/38.78%	103/60.19%	104/73.09%
	Economically Disadvantaged		57/33.33%	62/53.23%	62/64.52%
	Students With Disabilities		12/8.33%	12/41.67%	13/30.77%
	English Language Learners				
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		98/20.41%	99/48.48%	102/70.59%
	Economically Disadvantaged		57/14.04%	58/32.76%	60/63.33%
	Students With Disabilities		12/16.67%	13/15.38%	13/53.85%
	English Language Learners				

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	73/53.42%	75/82.67%	77/83.12%
	Economically Disadvantaged	34/52.94%	39/79.49%	37/78.38%
	Students With Disabilities	12/16.67%	12/66.67%	12/75.00%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72/34.72%	78/51.28%	73/71.23%
	Economically Disadvantaged	34/26.47%	40/37.50%	35/62.86%
	Students With Disabilities	11/18.18%	14/21.43%	12/41.67%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	115/37.39%	122/42.62%	140/46.43%
	Economically Disadvantaged	70/28.57%	75/30.67%	85/34.12%
	Students With Disabilities	23/4.35%	22/9.09%	30/16.67%
	English Language Learners	4/50.00%	4/100.00%	4/50.00%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	108/21.30%	114/42.98%	132/53.03%
	Economically Disadvantaged	64/15.63%	68/32.35%	79/37.97%
	Students With Disabilities	22//0.00%	18/11.11%	25/12.00%
	English Language Learners	4/50.00%	4/75.00%	4/75.00%

Grade 5				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	97/44.00%	96/52.04%	105/48.70%
	Economically Disadvantaged	58/38.33%	59/41.67%	62/42.03%
	Students With Disabilities	18/10.53%	15/6.67%	19/12.50%
	English Language Learners	4/50.00%	3/33.33%	4/75.00%
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	99/34.34%	105/49.52%	105/63.81%
	Economically Disadvantaged	60/31.67%	64/40.63%	61/54.10%
	Students With Disabilities	20/10.00%	18/5.56%	20/45.00%
	English Language Learners	4/75.00%	4/75.00%	4/100.00%
	Number/% Proficiency		Fall	Winter
Science	All Students	373/64%	366/76%	152/63%
	Economically Disadvantaged	221/54%	216/69%	93/68%
	Students With Disabilities	75/39%	62/53%	30/38%
	English Language Learners	16/100%	14/100%	7/67%

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	24	27	28	24	20	22				
ASN	100			100							
BLK	22	9		29	8		10				
HSP	85			54							
MUL	42			42							
WHT	64	60	50	68	66	30	73				
FRL	49	37	13	52	49	21	61				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	33	20	35	40	30	14				
ELL	92	70		100	100						
ASN	94	69		94	100						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	36	43	20	51	65	54	48				
HSP	69			62							
MUL	64			57							
WHT	75	70	47	81	71	59	73				
FRL	62	59	33	68	69	56	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	46	41	42	33	35	38				
ELL	64			91							
ASN	95	82		90	71						
BLK	37	46	35	45	50	50	61				
HSP	20			80							
MUL	61	54		67	62						
WHT	77	59	37	82	66	61	77				
FRL	59	58	41	66	61	57	68				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

There is a decrease in all tested subject areas and in the Student with Disabilities subgroup and the African American subgroup.

There was a decrease in ELA achievement by 9%; ELA learning gains by 14%; ELA lowest quartile by 7%; Math achievement by 14%; Math learning gains by 16%; Math lowest quartile 31%; Science achievement by 4%.

The students with disabilities showed a decrease in the following areas: ELA achievement by 15%; ELA lowest quartile by 32%; Math lowest quartile by 55%; and science achievement by 20%.

The African American students showed a decrease in ELA achievement by 14%; ELA learning gains by 34% ELA lowest quartile by 65%; Math learning gains by 46%; Math lowest quartile by 38% and Science achievement by 38%

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components which indicated the greatest need for improvement include the Math Lowest Quartile (-31%); the ELA lowest quartile(-7%); African American subgroup (ELA achievement -14%; ELA learning gains -34% ELA lowest quartile -65%; Math learning gains -46%; Math lowest quartile -38% and Science achievement -38%); ELA lowest achievement (-9%); ; science achievement (-4%); math achievement (-14%); SEL and attendance.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher vacancy contributed to the need for improvement in the Math lowest quartile and the ELA lowest quartile. The number of ESE/SWD exceeded the number of available resource teachers available to service them. This need could be addressed by filling the teacher vacancy and providing greater intervention in primary grades.

The need for improvement among African American students can be addressed through provision of increased tutoring opportunities, earlier interventions in primary grades and increased interventions in primary grades.

Absences due to COVID protocols and transportation contributed to the need for improvement in ELA, science and math. The need for improvement can be addressed by reteaching content, early

intervention in primary grades, utilizing Canvas resources, spiral review, tutoring, and social emotional learning.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math achievement (+23%), SWD math learning gains (+15%) and ELA learning gains (+2%) improved for Students with Disability.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The Wilson program contributed to learning gains for students. The FSAA is a factor that contributed to improvement with students with disabilities. Walk to Intervention contributed to ELA improvement for students with disabilities. Tutoring contributed to SWD math improvement. African American students improved math achievement by 9 points

**What strategies will need to be implemented in order to accelerate learning?**

The strategies that need to be implemented in order to accelerate learning include: spiral reviews; tutoring in younger grades; start tutoring earlier in the year; front loading content and concepts; Saturday tutoring; morning tutoring; data driven instruction; curriculum map and timeline pacing as well as teacher clarity.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development that will be provided to support teachers include: training on teacher clarity; curriculum trainings in ELA, Math and Science; training targeted at developing foundational math concepts/skills such as number sense/Number Talk/Thinking Math, etc; ESE curriculum; IEP familiarity/implementation; lesson studies; SEL, and Core Connections writing standards

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Learning walks; teacher to teacher/ gallery walks; Professional Learning Communities/stocktakes; Sanford Harmony; elementary curriculum; resources specialists and district learning walks will be implemented to ensure sustainability of improvement in the next year and beyond.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:** This Area of Focus aligns to Strategic Plan Goal 1: Engage all students in high levels of learning every day. As a result of our Needs Assessment and Analysis, it was revealed that our ELA Proficiency was 60%. ELA Learning Gains were 52% and the Lowest Quartile performed at 33%, which was a decrease from previous years. Math total achievement was 62%, Learning gains were 56% and the lowest quartile was 27%.

**Measurable Outcome:** Tomoka Elementary plans to increase ELA overall proficiency from 60 % to 62%; ELA learning gains from 52% to 62%; math achievement from 62% to 70%; learning gains from 56% to 62%; and Increase math lowest quartile from 27% to 41%.

**Monitoring:** We will monitor it through frequent walkthroughs by school-based administrations, coach, and district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instructing for input on students’ learning and determining next steps.

**Person responsible for monitoring outcome:** Julie Roseboom (jrosebo@volusia.k12.fl.us)

**Evidence-based Strategy:** Our evidence-based strategy is Teacher Clarity.

**Rationale for Evidence-based Strategy:** Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average affect size is 0.40, which is equal to approximately one year of learning. At 0.75, it is likely that the impact on students is significantly greater than average when teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who:

- have appropriately high expectations.
- share their notions of success criteria with their students.
- ensure that there is constructive alignment between the lesson, the task, and the assignment.
- ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and
- provide welcome feedback about where to move to next.

**Action Steps to Implement**

Share with the entire faculty and staff, the data the SLT examined that determined the need for implementation of Teacher Clarity.

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Provide ongoing professional learning in Teacher Clarity during ERPLs and Teacher duty day.

**Person Responsible** Tionis Fordham (tmfordha@volusia.k12.fl.us)

Use of Focus Boards in every classroom that include Learning Targets/Learning Intentions and Success Criteria to ensure students know what they are learning.

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Conduct Collaborative Planning that includes planning for alignment between the standard/benchmark, the lesson, and the tasks. Planning will also include teachers “doing the work, to know the work” to provide worked examples that illustrate desired outcomes for their students. Teachers will use the understanding of the connection between teacher clarity and student achievement to integrate activities designed to

increase student engagement such as collaborative groupings, cooperative learning and interactive activities.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

Teams will engage in ongoing teacher clarity work during faculty meetings and integrate the following questions into their discussions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefitted and who did not? As teachers plan the sequencing of learning progressions, teacher clarity principles will be used to increase student engagement by integrating opportunities for students to engage in cooperative learning, collaborative grouping and interactive activities.

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Conduct PLCs focused on identifying learning targets/intentions, discuss ideas for instruction, review student work, determine students who need additional instruction or intervention to be successful.

**Person Responsible** Tionis Fordham (tmfordha@volusia.k12.fl.us)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** This area was identified as a critical need due to the decline in academic achievement for students with disabilities. There was a decline in ELA achievement from 76% to 61%; ELA lowest quartile from 65% to 33%; math lowest quartile from 82 to 27% and science achievement from 68% to 64%.

**Measurable Outcome:** ELA achievement will increase from 61% to 66% among students with disabilities. There will be an increase the students with disability ELA lowest quartile from 33% to 44%. The math lowest quartile in students with disabilities will increase from 27% to 41%.

**Monitoring:** This focus will be monitored through the use of District and State progress monitoring assessments.

**Person responsible for monitoring outcome:** Julie Roseboom (jrosebo@volusia.k12.fl.us)

**Evidence-based Strategy:** Teacher Clarity will be used to achieve the outcomes. Walkthroughs, feedback, collaborative planning and tutoring will be used.

**Rationale for Evidence-based Strategy:** Clarity has an effect size of .75. Interventions for learning disabled .77 effect size (Hattie) . Ensure that IEPs are being understood and correctly implemented.

**Action Steps to Implement**

Provide ongoing professional development regarding teacher clarity ( Teacher Clarity Playbook book study; ERPL regarding teacher clarity implementation; professional development regarding success criteria).

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Provide Individual Education Plan Implementation professional development.

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Conduct collaborative planning.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

Guide Professional Learning Communities focused on data driven instruction.

**Person Responsible** Tionis Fordham (tmfordha@volusia.k12.fl.us)

**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** This area of focus aligns to Strategic Goal Plan 3 which is to provide a safe, healthy , and supportive environment. As a result of our needs assessment and analysis, it was revealed 316 discipline events resulting in 64 suspensions with 58 of those identified as out of school suspension. Additionally, the average days absent was calculated at 12.48 days per student with 74 students being identified as having been absent 25 or more school days in the 20-21 school year.

**Measurable Outcome:** The number of discipline incidents that result in suspension will decrease by 15% or more. (from 64 to about 54). More than 50% of students will receive positive referrals.

**Monitoring:** This Area of Focus will be monitored through tracking positive referrals and student suspensions. Teachers will submit written positive referrals detailing student behavior. A log will be compiled and maintained, in the front office, categorizing positive referrals by teacher.

The PBIS team will review suspensions at regular scheduled meetings.

**Person responsible for monitoring outcome:** Alexis Kurland (amkurlan@volusia.k12.fl.us)

**Evidence-based Strategy:** PBIS is the evidence based strategy that will be implemented to achieve the measurable outcomes. The strategy will be monitored through monthly PBIS meetings .

**Rationale for Evidence-based Strategy:** The use of a positive classroom behavioral system has an effect size of .52 (Hattie 2009). An average effect size of .40 represents approximately one year of learning (Hattie, 2009). With an affect size of .52, the use of a behavior intervention program is likely to have a greater than average impact on students.

**Action Steps to Implement**

1. Introduce and review school-wide PBIS strategies and behavioral expectations. Provide training on the implementation of PBIS.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

Implementation of schoolwide Positive Behavior Intervention and Support system.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

Conduct monthly PBIS meetings to review student discipline data and PBIS strategy implementation.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

Provide professional learning opportunities focused on working with students who have behavior improvement plans.

**Person Responsible** Julie Roseboom (jrosebo@volusia.k12.fl.us)

Share positive referral and discipline data with staff and stakeholders.

**Person Responsible** Monica Smith (mssmith3@volusia.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After comparing our school's SESIR incident and discipline data to other schools across the state, we have identified Threat or Intimidation as an area of concern. It is ranked as very high. Our school plans to reduce these incidents by implementing the following:**

**School will:**

- implement Positive Behavior Intervention & Support and Social Emotional Learning throughout the school.
- administer a student climate survey to determine the level of safety felt by students. Strategies and interventions will be designed based on the survey results.
- participate in programming regarding Bullying prevention
- identify mentors for students involved in high incidents of threat/intimidation.

**Teachers will:**

- develop clear expectations with students and other strategies to solve a conflict without threat or intimidation.
- engage students in social emotional learning in the classroom
- participate in quarterly data chats to discuss the above implementation plan (what's working and what's not) based on the data.

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Building a positive school culture and environment is addressed in multiple ways. Tomoka Elementary has a very active Parent Teacher Association and School Advisory Council which contributes valuable input. The school engages parents, teachers, students, families, community members and volunteers regarding our school vision, mission, values, goals, improvement strategies, culture and environment. School-wide

information is shared through the school's website, Twitter account and Facebook. Information is shared regarding a variety of issues such as expectations, special events, awards, celebrations and activities. Positive behavioral Initiative Sytem (PBIS) is incorporated to encourage students to follow school-wide behavior expectations.

Tomoka will host a Cultural Awareness Celebration where students research cultures and celebrate diversity.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

School-based administration plays an integral role in setting the vision and establishing procedures for promoting a positive culture and environment at the school. Parents, families, and business partners contribute valuable input and resources that assist in development and implementation of our school mission, goals, and improvement strategies. Teachers engage students in community building activities that foster feelings of empowerment and develop skills that allow students to successfully navigate interactions with their peers and the general school community. Teachers, staff, and administrators select students for exemplifying characteristics and actions that contribute to a positive school environment. The school community fosters a positive culture through the weekly celebration of student “HEROES” and participation in distributing positive referrals to students for exemplary academic and behavior performance. School guidance counselors present social emotional learning programming that facilitates student acquisition of social emotional skills that equip students with the ability to understand their emotions and convey empathy for other students.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
<b>Total:</b>			<b>\$0.00</b>