Volusia County Schools

Tomoka Elementary School

2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (58%) 2018-19: A (64%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	89%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Roseboom, Julie	Principal	Oversees the instructional practice and implementation of school improvement plan.
Smith, Monica	Assistant Principal	Works with principal to oversee the instructional practice and implementation of school improvement plan.
Fordham, Tionis	Instructional Coach	Coaches new teachers with instructional best practices, oversees school instructional data. Provides feedback to all teachers after walk throughs.
Shirah, Amanda	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 1st grade team to the SLT for review.
Ballard, Tara	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 2nd grade team to the SLT for review.
Moor, Mindy	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 3rd grade team to the SLT for review.
Hall, Michelle	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the special area team to the SLT for review.
Sebastianelli, Beth	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the ESE team to the SLT for review.
Chartier, Jackie	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 4th grade team to the SLT for review.
Chehaitli, Kelli	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 4th Grade team to the SLT for review.
Strang, Kristen	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the Kindergarten team to the SLT for review.

Name	Position Title	Job Duties and Responsibilities
Bloom, Laura	Teacher, K-12	Collaborates with the SIP/SLT Team, to write, and monitor the school SIP. Brings information/concerns from the 5th grade team to the SLT for review.
Martino, Brenda	Administrative Support	Budget Review

Demographic Information

Principal start date

Sunday 7/1/2018, Julie Roseboom

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

750

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

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	135	120	120	113	89	137	0	0	0	0	0	0	0	714
Attendance below 90 percent	30	16	18	21	15	21	0	0	0	0	0	0	0	121
One or more suspensions	3	2	7	9	9	11	0	0	0	0	0	0	0	41
Course failure in ELA	0	0	0	4	9	5	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	3	5	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	12	32	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	14	33	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	7	6	5	5	17	0	0	0	0	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level who have 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	1	4	5	14	15	18	0	0	0	0	0	0	0	57

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	0	2	0	1	0	0	0	0	0	0	0	0	13
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 8/4/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	53%	56%				69%	56%	57%
ELA Learning Gains	66%						66%	56%	58%
ELA Lowest 25th Percentile	50%						40%	46%	53%
Math Achievement	66%	42%	50%				76%	59%	63%
Math Learning Gains	59%						72%	56%	62%
Math Lowest 25th Percentile	44%						58%	43%	51%
Science Achievement	56%	55%	59%				68%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	58%	4%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	72%	54%	18%	58%	14%
Cohort Comparison		-62%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	69%	60%	9%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	78%	59%	19%	64%	14%
Cohort Comparison		-69%				
05	2022					
	2019	76%	54%	22%	60%	16%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	56%	11%	53%	14%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	28	29	31	33	24	13				
ASN	100			100							
BLK	34	42	33	37	61	58	18				
HSP	75			67							
MUL	67			73							
WHT	65	67	55	69	59	37	56				
FRL	54	65	54	56	46	36	46				

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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - 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%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Overall, no areas measured on the school accountability report card are below 41%.
Two subgroups scored below 41% (e.g., Black/Africa American @ 40%, Students with Disabilities @ 25%).
Our 5th grade science scores have shown a steady decline since 2019, with 68% in 2019, 64% in 2021, and 56% in 2022 on state assessment.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science, with 56% of students scoring Level 3-5 on 2022 state assessment, demonstrates the greatest need for improvement. Math has decreased from 76% in 2019 to 66% in 2022, and ELA has decreased from 69% in 2019 to 63% in 2022.
For the ESSA Category the Overall Federal Index for All Students is 58%, yet 2 subgroups fall below 41%. Students with Disabilities (SWD) Subgroup at 25% is below 41% in 2022, with SWD Subgroup missing the target for 3 consecutive years. For 2 consecutive years SWD Subgroup has fallen below 32%. Black/African America Students Subgroup at 40% is below 41% in 2022, with 1 consecutive year below 41% and no consecutive years below 32%.

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

In science, there has been a gap in concept development discovered with successive teachers trying to cover current and previous curriculum and making adjustments. New and/or continuing actions shall include ensuring teachers provide students with hands-on activities and follow lessons in the curriculum map. We will also increase student exploration of concepts and student talk/collaboration on the concepts. Professional development will include the presentation of "Science--It's a K-5 Thing."
In math, several students lack number sense and foundational concept development. New and/or continuing actions shall include ensuring B.E.S.T. Standards are taught, use of Math Talk/Number Talks, and allowing a healthy struggle with concepts. Additionally, incentives will be provided for demonstrating mastery of basic fact fluency on Reflex Math and Fracs.
In ELA, there has been a concern with reading fluency and stamina. New and/or continuing actions shall include ensuring acquisition of decoding skills and phonemic awareness foundational skills as well as an increase in time reading text (less click and guess). Another focus shall include implementation of meaningful, differentiated center activities.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Gains were demonstrated in both ELA and math with the most improvement evident in the lower quartile learing gains in both reading and math. In reading, learning gains increased from 52% in 2019 to 66% in 2022. In reading lower quartile Learning gains increased to 50% in 2022 from 40% in 2019 and 33% in 2021. The percentage of students scoring Level 3-5 in ELA increased from 60% in 2021 to 63% in 2022. In math learning gains increased from 56% in 2021 to 59% in 2022, and lower quartile learning gains increased from 27% in 2021 to 44% in 2022. The percentage of students scoring Level 3-5 in math increased from 62% in 2021 to 66% in 2022. The 4th grade scores increased most substantially in 2022.

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

Some contributing factors for the increased scores in learning gains and the lower quartile learning gains included small group instruction, walk to intervention, specialized instruction, Social Emotional Learning (SEL) support, student collaboration during learning, and returning to normalcy in the school setting. New actions our school took in this area included increased tutoring on Saturday and in the mornings, especially in 4th grade. Additionally, we focused on iReady lessons with teacher monitoring especially in K-2 with will help with future growth. Academic incentives were added for proficiency in computer applications (iReady, Reflex Math).

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

In science we will present "Science - It's a K-5 Thing" to teach how every grade level impacts future student performance. We will follow curriculum and implement common experiments with exploratory learning and a minimum of one weekly hands-on activities. We will utilize the STEM lab for science lessons, pulling one experiment per month per grade level and hold PLC in the STEM lab to show availability of materials, how to sign up, how to utilize STEM supplies provided to all K-5 teachers. LEGO League materials will be utilized in an afterschool club for 3rd graders, and the robotics materials will be shared with the 5th grade classes and with our afterschool STEM club serving 4th and 5th grade students.
In math we will continue with academic incentive program for demonstration of fact mastery in Reflex Math and Frax. In reading we will expand Reading Counts beyond the classroom level as a school-wide reading incentive to support fluency. We will include Sunshine State Readers for students in grades 3, 4, and 5. In both math and reading we will implement B.E.S.T. Standards in grades K-5.

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 learning opportunities will be provided during school-based Early Release Professional Learning days on topics to increase student engagement in learning, use of technology to enhance student learning, student use of data to guide own learning, and questioning and discussion techniques. Ongoing training will be provided in Multi-Tiered System of Supports (MTSS), problem solving, and Positive Behavioral Supports and Intervention (PBIS). Additional presentations at Professional Learning Community (PLC) and Faculty Meetings will include VSET, Phoneme Graphing by grade level, Apple iPad Use in Primary, STEM Lab, Differentiating Center Activities, presenting Science is a K-5 Thing, and holding effective PLCs. Guidance will be provided in leading data sorts by tiers for each current assessment.

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

The district is continuing to provide licenses for schools to utilize Reflex Math and Reading Counts. It is likely the district will also add Frax. We will pursue PTA or grant funding for Frax if the district does not provide access. (The district has discontinued our license for iReady in Volusia County and no

replacement has yet been provided.) Funding for incentives will be solicited from Tomoka PTA in support of FUTURES Matching Grant opportunity to support tutoring program and building teacher capacity (professional learning opportunities).

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This Area of Focus aligns to District 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 Science Proficiency was at 58% when including all curriculum students. While this was above the district (57%) and state (48%) average, our science scores have shown a steady decline in recent years (2018=73%, 2019=68%, 2021=64%, 2022=56%). Further analysis revealed that students in our Lowest Quartile were also in one or more of our two targeted ESSA Subgroups, SWD and BLK, that performed below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Science overall proficiency from 56% to 66% or higher.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through data chats to determine instructional adjustments needed to impact student growth. Data chats will include use of magnetic photo of each student and sorting into visual tiers based on student performance data to generate conversation and accountability. Additionally, coaching cycles will occur based on teacher need as demonstrated through bi-weekly classroom observations and student performance data. Persons Responsible - Principal Julie Roseboom and Academic Coach Tionis Fordham.
Person responsible for monitoring outcome:	Monica Smith (mssmith3@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our evidence-based strategy is Teacher Clarity (Hattie, 2009). We will monitor it through frequent walkthroughs by school-based administrators, academic coach, and the district support team. Grade level teams and individual teachers will receive feedback to guide them in planning and instruction for input on students' learning and determining next steps.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average effect 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

Describe the resources/ criteria used for selecting this strategy.	assignment; *ensure that the delivery of the lesson is relevant, accurate, and comprehensible to students; and *provide welcome feedback about where to move next.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review the data with faculty regarding the need for implementation of Teacher Clarity.

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

Provide ongoing professional learning in progression of the standards during ERPLs, PLCs, and/or Faculty Meeting.

Person Responsible	Tionis Fordham (tmfordha@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.

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

Teachers will engage in ongoing work during faculty meetings, integrating the following questions into their discussions: Where are we going? Where are we now? How do we move forward? What did we learn today? Who benefitted and who did not?

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

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

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

Identify standards that are systematically deficient and implement targeted instruction to enhance those standards.

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

Analyze data to ensure 66% of students are making proficiency on assessments. Lead data sorts by tiers with individual magnets for each student following each current assessment to determine instructional needs to ensure 66% of students are making proficiency or assessments.

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

Ensure teachers include hands-on instruction a minimum of one time per week during science instruction.

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

No description entered

Person Responsible	[no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This Area of Focus aligns to District Strategic Plan Goal 1: Engage all students in high levels of learning EVERY day. As a result of our Needs Assessment and Analysis by ESSA subgroups, Students with Disabilities (SWD) scored 25% and Black/African American (B/AA) students scored 40%, both performing below 41%. It was revealed that 15% of SWD and 34% of B/AA students reached proficiency in reading, 29% of SWD and 37% of B/AA students reached proficiency in mathematics, and 13% of SWD and 18% of B/AA students reached proficiency in science. Further analysis showed most of our students in the lower quartile are in one or more of our two targeted ESSA subgroups: SWD, B/AA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal will be to increase the percentage of our lowest quartile reaching proficiency (70%) from 50% in ELA and 44% in mathematics to 66% each, including our ESSA subgroups (SWD and B/AA). We will utilize district Unit Assessments in ELA and Chapter Assessments in Math to monitor progress of our lower quartile and ESSA subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the integrity of implementation and through data discussions following each district/state formative assessment. In PLCs teachers will measure progress toward 66% of students meeting proficiency on each assessment and sort students into tiers to readdress needed interventions. Academic Coach, Dr. Tionis Fordham; Principal, Dr. Julie Roseboom
Person responsible for monitoring outcome:	Tionis Fordham (tmfordha@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is a robust, district-wide Multi-tiered System of Supports (MTSS). Classroom teachers will provide targeted small group instruction, implement interventions, and prepare meaningful, differentiated instruction at centers during small group instruction. In PLCs teachers will sort student performance by tiers for each current formative assessment and have conversations to guide data-drive instructional decisions. Teachers will implement B.E.S.T. Standards in ELA and Mathematics, follow curriculum maps, and utilize district recommended materials for instruction.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	MTSS is grounded in careful analysis of data collected through Progress Monitoring and Data-based Decision Making. The power of a tiered system of supports rests in the fact that it is based on prevention. MTSS is not a "wait to fail" model for students who are in need of additional supports. The potential benefits of a Multi-Tiered system of supports were outlined in John Hattie's work and can yield an effect size of 1.29 when implemented with fidelity (Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Cayne, Kwak, McDonagh, Horn, & Kame'emui, 2008; Hattie, 2013). Schools will be provided with essential traing and MTSS and its strategies to support student learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

At PLC review students in intervention from previous year, compare to end of year i-Ready assessment results, and review any new formative assessments to apply VCS Decision Tree recommendations. Set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups. Determine how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Tree Rules.

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

In PLC utilize magnetic board with student names/photo to sort students into Tiered groups based on most recent assessments. Determine if 66% of students met proficiency (70%) on each district/state formative assessment in reading, math, and science. Plan interventions and core instructions accordingly.

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

Conduct Professional Learning through PDD and ERPLs on MTSS systems and structures.

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

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, making progress toward 70% proficiency on Unit/Chapter Assessments in ELA and Mathematics.
*Bi-weekly checkpoints on targeted students - make adjustments to the intervention as needed through data analysis.
*Monitoring fidelity at Tier 2 and Tier 3 interventions of lowest quartile students through walkthroughs.
*Identify students that continue to need further supports/intervention would be moved to Tier 3. Those making progress and meeting criteria on the Decision Tree would be move to Tier 2 and Tier 1 as demonstrating progress.

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

Monitor attendance of SWD in Support Facilitation specially designed instruction lessons. Monitor support facilitation logs weekly. Frontload teachers with information regarding SWD (e.g.,, accommodations, IEP, processes, etc.) utilizing notebook prepared by support facilitation teachers for each classroom teacher.

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

Provide incentives for students meeting goals, including 100% fluency on Reflex Math and points acquired for Reading Counts. Include Frax if added to Reflex Math. Consider IXL incentives for time on program if granted the license.

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

Create MTSS Committee to assist with problem solving activities and review MTSS processes within the school setting. Attend training opportunities as provided by the district to reinstitute effective MTSS processes.

Person Responsible	Beth Sebastianelli (easebast@volusia.k12.fl.us)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 revealed declines in all subject areas since 2018 from 70% to 63% in ELA, from 77% to 66% in Mathematics, and from 76% to 56% in science as measured on state standardized assessments. There are 39 classroom teachers with 22 teachers in grades K-2 and 17 teachers in grades 3-5. Current teachers express interest in receiving feedback from administrators, coach, peers, and district staff following walkthrough observations. The administration, coach, and colleagues who participate in walk throughs will provide feedback to teachers on instructional practice (e.g., standards-aligned instruction, use of district materials). In the classrooms, teachers will provide feedback to students regarding academic performance, and later in the school year teachers will guide students in reviewing own data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase teacher implementation of recommended practices by conducting bi-weekly walkthroughs in 100% of grade levels and providing feedback to teachers regarding instruction after each visit. Using the walk through data teachers will be provided coaching for understanding of expectations and instructional practices (e.g., standards-aligned instruction, use of district materials).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through frequent classroom observations using a walkthrough tool with specific instructional look-fors and collaborative chats to determine instructional adjustments needed to increase student engagement, impact student growth, and ensure implementation of core instruction with fidelity. Also, coaching cycles based on teacher need as demonstrated through classroom observations and student performance data. Persons responsible - Principal Dr. Julie Roseboom, Assistant Principal Mrs. Monica Smith, Academic Coach Tionis Fordham, and district support team members.
Person responsible for monitoring outcome:	Julie Roseboom (jrosebo@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Our evidence based strategy is providing effective feedback in a timely manner. We will monitor instructional practice through frequent walkthroughs by school-based administration, academic coach, and the district support team. Individual teachers and grade level teams will receive feedback to guide them in reflection, planning, and determining next steps. Collaboration and debriefing opportunities will be provided.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Feedback has an effect size of 0.79 (Hattie, 2009). The average effect size is 0.40, which is equal to approximately one year of learning. At 0.79 it is likely that the impact on students is significantly greater than average when feedback is provided with fidelity. John Hattie describes the core elements of effective feedback as answering (Hattie & Clarke, 2019): *Where am I going? *How am I going? *Where to next?

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Prepare QR Code for each classroom teacher and utilize the code when providing feedback on each visit. Create a visitation schedule for administration to follow to ensure regular visits to all classrooms, including bi-weekly walkthroughs for the purpose of providing teacher feedback via QR Code, myPGS, or conference.

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

Conduct administrative walkthroughs bi-monthly with district support team and each semester with full district support team and extended members. Review feedback in PLC or faculty meeting following walkthrough.

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

Conduct two teacher walkthroughs via PLC each semester, developing a schedule which allows every teacher to visit colleagues during planning on designated PLC day. Use post-it method of providing immediate feedback upon departure of each classroom. Hold follow up conversation with each team at the subsequent PLC to debrief and determine resulting next steps.

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

Provide observation day for each new teacher to shadow veteran teacher on the same grade level and collaborate on techniques observed. Provide coaching via academic coach to ensure learning needs are supported.

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

For recruitment and retention of teachers, provide opportunities for receiving additional support. Assign mentors who can answer immediate questions. Hold monthly "Coffee Talk" sessions to review specific topics (e.g., Focus, myPGS, VSET, DPP, etc.). ETCT2 Teacher, Brandi Hartman

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

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

Provide professional learning in ERPLs and PLC on topics involving effective instruction and increased student engagement. We have planned professional learning to include: Teach Like a Pirate, Get Your Tech On, Students Using Own Data to Guide Learning, and Questioning & Discussion Techniques. Additional sessions will include: Effective Implementation of Math Block and Review of Resources, Phoneme Graphing, Apple iPad for Primary, STEM Lab, Differentiating Centers with Meaningful Learning Activities, Data Sort by Tiers for Current Assessments; Intentional Planning for Small Group Instruction, etc.

Person Responsible [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Yearly Meet the Teacher, Open House, and Kindergarten Orientation events are held to welcome families and students on campus. PTA functions are held to create a community among our school families (e.g., Fall Festival, 5K, Family Dance, etc.). Our Positive Behavioral Interventions and Support (PBIS) processes and procedures are taught to all students at the classroom level and practiced for success. PBIS includes common language throughout the school, procedures to follow in common areas, and recognition for students who demonstrate our guiding principles (Be Safe, Be Responsible, Be Respectful). Club sponsor offer opportunities for students to become involved in extra-curricular activities including but not limited to Chess Club, Running Club, Chorus, Drama, Ukulele Club, STEM Robotics Club, LEGO League, etc.

Through an active School Advisory Council that meets monthly, decisions are made regarding school vision, improvement goals, community involvement, and the spending of funds to support school needs. Our SAC includes teachers, parents, school support staff, and a community member. Our PTA board meets monthly and holds general meetings quarterly to plan for student and family events throughout the year.

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

Stakeholders include our students, faculty, support staff, parents, and community members who support our school. Our SAC committee meets monthly to review school needs and allocate funds for school and classroom requests that support school improvement. The PBIS committee establishes processes and celebrations to build a positive culture among students (e.g., WOW, Positive Referrals, Brag Tags, theme days, game day, etc.) and increase student engagement. The MTSS Team addresses the processes to

help students succeed. We have an established teacher leadership team that meets monthly to discuss and address needs throughout the school and work to create a positive school culture via collaboration. Additional members help address social events (e.g., luncheons, food at meetings, etc.). Additional cultural building activities include Sunshine Club for staff, Coffee Talk for new teachers, PTA Lucky Duck for staff, Teacher of the Quarter, Teacher of the Month, Staff Member of the Month, teacher-to-teacher Award of Excellence, positive affirmations, and music at faculty meetings.