Tomoka Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Tomoka Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Motto: Be a H.E.R.O. - Help Encourage Respect Others

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
Jonasson, Lara	Teacher, ESE	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information/concerns from the ESE team to the SLT to review. Serves on PBIS Team ensuring plans are developed and implemented.
Chehaitli, Kelli	Teacher, K-12	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the 5th grade team and gifted teachers to the SLT for review. Monitors School Advisory Council activities and meetings.
Strang, Kristen	Teacher, ESE	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the Kindergarten team to the SLT for review and soon transitioning to ESE Team. Shares information pertinent to curriculum materials K-5. Serves as mentor to new teachers.
Shirah, Amanda	Teacher, K-12	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the 1st 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 from the 3rd grade 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 from the 4th grade team to the SLT for review.
Bloom, Laura	Teacher, K-12	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the 5th grade team to the SLT for review.
Hall, Michelle	Instructional Media	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the special area team to the SLT for review. Shares information pertinent to district and state testing.
Spangler, Deidre	Teacher, K-12	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Brings information from the 2nd grade team to the SLT for review.

Name	Position Title	Job Duties and Responsibilities
Houston, Brandi	School Counselor	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Serves on PBIS Team ensuring plans are developed and implemented. Serves as mentor to new teachers.
Brugone, Yanelisi	Teacher, Adult	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Serves on PBIS Team ensuring plans are developed and implemented.
Kurland, Alexis	Teacher, PreK	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Serves on PBIS Team ensuring plans are developed and implemented.
Ballard, Tara	Teacher, K-12	Collaborates with the SIP/SLT Team to write and monitor the school SIP. Serves on PBIS Team ensuring plans are developed and implemented.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Members of the SLT collaborate to write and monitor the school SIP and shares information pertinent to various job responsibilities. The SAC is composed of 51% or more on non-school personnel and will meet at least quarterly to review school SIP and monitoring practices throughout the school year. SAC review of survey data in prior school year contributed to planning for improvement for current school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Utilizing district and state assessments throughout the 2023-2024 school year, teachers will monitor the percent of students per class and per grade level demonstrating proficiency on each assessment, striving for 70% or more of students proficient in each subject area. The Instructional Coach will support teachers in accessing data in a timely manner for review individually and within PLCs. The Instructional Coach will provide data summaries to principal and assistant principal in weekly leadership meetings. Walk through data will be shared with teachers focusing on implementation of best instructional practices and look fors.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	30%
2022-23 Economically Disadvantaged (FRL) Rate	89%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	7	16	19	21	12	16	0	0	0	91
One or more suspensions	0	6	4	6	4	9	0	0	0	29
Course failure in English Language Arts (ELA)	0	0	0	0	1	2	0	0	0	3
Course failure in Math	0	0	0	1	2	3	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	2	7	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	2	5	0	0	0	7
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	7	8	6	6	0	0	0	30
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	4	5	7	0	0	0	19

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	30	16	18	21	15	21	0	0	0	121
One or more suspensions	3	2	7	9	9	11	0	0	0	41
Course failure in ELA	0	0	0	4	9	5	0	0	0	18
Course failure in Math	0	0	0	3	5	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	18	12	32	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	14	14	33	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	6	5	5	17	0	0	0	40

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	5	14	15	18	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	10	0	2	0	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	30	16	18	21	15	21	0	0	0	121
One or more suspensions	3	2	7	9	9	11	0	0	0	41
Course failure in ELA	0	0	0	4	9	5	0	0	0	18
Course failure in Math	0	0	0	3	5	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	18	12	32	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	14	14	33	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	6	5	5	17	0	0	0	40

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	1	4	5	14	15	18	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	10	0	2	0	1	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	65	52	53	63	53	56	60		
ELA Learning Gains				66			52		
ELA Lowest 25th Percentile				50			33		
Math Achievement*	69	55	59	66	42	50	62		
Math Learning Gains				59			56		
Math Lowest 25th Percentile				44			27		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	77	62	54	56	55	59	64		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress		60	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL				
AMI				
ASN				
BLK	34	Yes	2	
HSP	54			
MUL	55			
PAC				
WHT	74			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	2
ELL				
AMI				
ASN	100			
BLK	40	Yes	1	
HSP	71			
MUL	70			
PAC				
WHT	58			
FRL	51			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	65			69			77					
SWD	27			40			69				4	
ELL												
AMI												
ASN												
BLK	30			37							2	
HSP	60			47							2	
MUL	52			67							3	
PAC												
WHT	70			74			85				4	
FRL	55			56			71				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	63	66	50	66	59	44	56					
SWD	20	28	29	31	33	24	13					
ELL												
AMI												
ASN	100			100								
BLK	34	42	33	37	61	58	18					
HSP	75			67								
MUL	67			73								
PAC												
WHT	65	67	55	69	59	37	56					
FRL	54	65	54	56	46	36	46					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	60	52	33	62	56	27	64					
SWD	20	24	27	28	24	20	22					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	100			100								
BLK	22	9		29	8		10					
HSP	85			54								
MUL	42			42								
PAC												
WHT	64	60	50	68	66	30	73					
FRL	49	37	13	52	49	21	61					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	53%	11%	54%	10%
04	2023 - Spring	72%	57%	15%	58%	14%
03	2023 - Spring	63%	53%	10%	50%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	57%	16%	59%	14%
04	2023 - Spring	69%	59%	10%	61%	8%
05	2023 - Spring	67%	55%	12%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	77%	61%	16%	51%	26%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA was lower than math and science in 3rd (63%) and 5th (64%) grades. In ELA professional learning activities were cancelled following the storm closures, and ELA TOA was returned to the classroom setting. In 3rd grade one teacher was unexpectedly on leave of absence for the first semester, and another was new to the district learning new curriculum and experiencing discipline issues. In 5th grade two of the teachers were new to the grade level curriculum, and one was learning teaching strategies and experiencing discipline issues.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Mathematics for grades 3-5 showed the greatest decline from the prior year with 71% of students meeting high standards as compared to 2022 with 76% of students in grades 3-5 meeting high standards (Levels 3, 4, and/or 5). Professional learning opportunities became limited following the storm closures with cancelations of Early Release Professional Learning activities and PLCs. On each grade level (Gr. 3-5) there was a teacher new to teaching or new to teaching in Volusia County, learning new curriculum and experiencing discipline issues. Another 5th grade teacher was new to the grade level curriculum. In 3rd grade one teacher was unexpectedly on leave of absence for the first semester, and the class lessons were taught by a substitute teacher without elementary education certification.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component having the greatest gap when compared to the state average was science with Tomoka students improving +26 points with 77% meeting high standards as compared to the state with 51%. Tomoka Elementary exceeded the district and state average in all academic areas. Our ESSA Subgroup of Students with Disabilities (SWDs) was well below the 41% goal with only 25% of SWDs meeting high standards. During the 2023 school year, 3 of 5 Exceptional Student Education (ESE) teachers left VCS mid-year to pursue other job opportunities in education. New ESE personnel joined our team in February and April to assist the two remaining teachers and part time substitutes who were serving our SWDs.

Which data component showed the most improvement? What new actions did your school take in this area?

Tomoka students showed the most improvement (+26) in Science with 77% of Tomoka 5th graders meeting high standards as compared to the state with 51%. Some actions at Tomoka Elementary contributing to this success included: consistency in curriculum standards; tests given with paper/pencil; use of resources provided by district with a focus on common experiments, vertical alignment, and collaborative planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a concern with 15% of students on EWS having attendance below 90%. Additionally, 5% of students on EWS have a Substantial Reading Deficiency, and 5% of students on EWS have one or more suspensions.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

PBIS (attendance, discipline)
ELA (collaborative planning, curriculum standards, district resources, vertical alignment)
ESSA Subgroup(s) - SWD (AA)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing our area of greatest success, the successful strategies which can be applied to all areas of student learning include: consistency in curriculum standards, use of district provided resources with a focus on collaborative planning and vertical alignment. The ESSA subgroups of Students with Disabilities and Black/African American were our lowest performing areas in 2022 and need continuing support with consistent strategies for student success. Collaborative planning supports our Multi-tiered System of Supports (MTSS) in order to positively impact student outcomes and teacher practice.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Ongoing state and district assessments in ELA, Math, and Science shall meet or exceed district averages and increase in by 2 points in each area with a minimum of 66% of students showing proficiency.
3rd Grade - ELA from 63% to 65%; Math from 73% to 75%
4th Grade - ELA from 72% to 74%; Math from 69% to 71%
5th Grade - ELA from 64% to 66%; Math from 67% to 69%; Science from 77% to 79%
Data for our SWDs will increase from 25% to 41% of students showing proficiency in all subject areas, and our B/AA students will increase from 40% to 42% of students showing proficiency in all subject areas.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Utilize ongoing state and district assessments in ELA, Math, and Science as well as Ongoing Progress Monitoring (e.g., QPA, DIBELS, iReady, etc.) for all students. Compare grade levels and ESSA subgroups to the goals above for percentage of students proficient on each assessment.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaboration with coaches or peers to improve lesson planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative coaching is likely to improve lesson planning by helping teachers develop more strategic critical thinking skills to apply to their lesson design. Teachers report benefitting from focused feedback to increase their understanding and incorporation of evidence-based instructional strategies into lesson plans (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ies.ed.gov/ncee/rel/regions/pacific/pdf/FAQ_lesson-planning_508.pdf, 2018).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop list of expectations for collaborative planning, including a list of norms and a system for monitoring the transfer of planning to instruction.

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

By When: September 2023

Add new teachers (and new-to-Tomoka teachers) to Instructional Coaching case load for support with best practices and instructional expectations.

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

By When: August 2023, Revisit in December 2023

To develop a common understanding of instructional look-fors that are aligned to instructional priorities, readdress look-fors and ensure QR code includes information from Opportunity Myth.

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

By When: September 2023

Using identified look-fors aligned to instructional priorities, calibrate with leadership team bi-weekly or monthly during Leadership Meetings.

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

By When: Monthly (September - April)

Develop and teach process for feedback to teachers including QR code, conversations and reflective practices in addition to VSET, PLCs and Professional Learning activities.

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

By When: September 2023

Create a calendar of administrative visits aligned with VSET lists for increased visits to classrooms to develop a more in-depth view of instructional practices.

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

By When: September 2023

Conduct data reviews at PLC addressing percentage of student proficient on district and state assessments, adjusting tiered instruction to meet the needs of students. Utilize data tools available to access student achievement information in a timely manner.

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

By When: Every 4-6 weeks as indicated by the district assessment calendar

Sort teachers by four look-fors and behavior management to determine tiered support for teachers.

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

By When: September and on-going at Leadership Meetings

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2023 school year, 87% of students received a positive referral, the majority being provided in PE class. The percentage of students per grade level in grades K-5 earning positive referrals ranged from 61 to 80% (e.g., 61% in K, 72% in 1st, 78% in 2nd, 79% in 3rd, 80% in 4th, and 72% in 5th) Several students received no individual recognition via the PBIS positive referral system. Only two school-wide celebrations were held to celebrate PBIS success, as compared to quarterly rewards in past years. Although discipline was a focus in 2023, the number of discipline referrals increased from 439 in 2022 to 503 in 2023. Hitting and Striking (170 student to student, 33 student to adult, and 18 with injury) were the most frequently occurring infractions followed by 45 Insubordination/Defiance. The 503 discipline referrals were written for 17% (131) of the student population at Tomoka.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase positive referrals to 95% of students receiving a positive referral during the 2024 school year. Decrease discipline referrals to 400 discipline referrals being written during the 2024 school year. Decrease the amount of students surveyed who indicate their teacher has a negative outlook toward them to fewer than 30%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Receipt of positive referrals are documented by office personnel, and discipline data are available in FOCUS. Teachers will implement monitoring system to ensure every student receives a positive referral during the school year. Student surveys on school climate will be completed by students in grades 3-5. Parent PBIS contracts will be collected and tracked by homeroom teacher with a goal of 90% or higher return rate.

Person responsible for monitoring outcome:

Tara Ballard (tmballar@volusia.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

It is recommended that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom to help students with behavior problems learn how, when, and where to use these new skills. In doing so, teachers increase the opportunities that the students have to exhibit appropriate behaviors, preserve a positive classroom climate, and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills (https://ies.ed.gov/ncee/wwc/PracticeGuide/4, 2008).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PBIS Team will recruit members representative of each grade level and area to participate in monthly/ quarterly meetings.

Person Responsible: Tara Ballard (tmballar@volusia.k12.fl.us)

By When: August, October, January, March, June

PBIS Team will update PBIS processes and documents to share with teachers and staff

Person Responsible: Tara Ballard (tmballar@volusia.k12.fl.us)

By When: August 2023

PBIS Team will provide professional learning in PBIS strategies and expectations.

Person Responsible: Tara Ballard (tmballar@volusia.k12.fl.us)

By When: August 2023

PBIS Team will provide class set of Positive Referrals to teachers for ensuring 95% of students receive a Positive Referrals during the 2024 school year.

Person Responsible: Lara Jonasson (lgjonass@volusia.k12.fl.us)

By When: August 2023

Positive Referrals will be acknowledged without delay when students bring referral to office to receive Brag Tag and to sign their name on the PBIS Wall of H.E.R.O.s.

Person Responsible: Shelly Friedman (ssfriedm@volusia.k12.fl.us)

By When: August 21, 2023, through May 2023

PBIS Team will meet monthly/quarterly to develop, review, and monitor implementation of school-wide procedures and expectations. Monitor ESSA Subgroups (SWDs and B/AA) in PBIS.

Person Responsible: Lara Jonasson (lgjonass@volusia.k12.fl.us)

By When: Summer 2023, Quarterly data review (October, January, March, June)

Distribution and implementation of PBIS Parent Contract will occur.

Person Responsible: Tara Ballard (tmballar@volusia.k12.fl.us)

By When: August 2023 with follow up in October, January, March, and May

PBIS Team will mentor new teachers in implementation of PBIS practices.

Person Responsible: Lara Jonasson (lgjonass@volusia.k12.fl.us)

By When: Fall 2023 (and as new hires join Team Tomoka)

Create school-level student survey for on-going monitory of school climate.

Person Responsible: Tara Ballard (tmballar@volusia.k12.fl.us)

By When: Fall, Winter, and Spring

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SIP funds have not been provided by the state, and our current budget in the district SIP account is zero. Funds in Internal Accounts are provided by unused Teacher Lead Money being returned to the school. Our SAC provides input regarding expenditures from these funds in support of school improvement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

   ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

   ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

   ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

   ◦ Do the evidence-based practices/programs address the identified need?

   ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No