

Volusia County Schools

# George W. Marks Elementary School



2015-16 School Improvement Plan

## George W. Marks Elementary School

1000 N GARFIELD AVE, Deland, FL 32724

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	65%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	35%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

### SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Through the support of the family, school and community, our students will acquire citizenship and academic skills to become productive members of society.

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

George Marks is a place where everyone succeeds together!

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Yearly Meet the Teacher, Open House, PAWS Assemblies, and guidance lessons are all critical components in establishing and maintaining positive relationships between teachers and students on campus.

PAWS is an acronym that stands for Perform Personal Best, Act Responsibly, Work and Play Safely, Show Respect. A PAWS matrix is reviewed with all teachers and students. All students participate in a PAWS orientation at the beginning and middle of the school year to review campus policies, procedures, and begin to establish relationships in their new classrooms and with their teachers. Teacher teach and review procedures on a regular basis.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school based Behavior Leadership Team develops processes and procedures intended for all students and staff, in all settings and throughout campus which promote positive behavior and build a school community based upon safety and responsibility.

School leadership provides effective monitoring of campus throughout the day. Through this visibility, the students have access to adults to express concerns.

The school counselor meets with groups of students on topics determined by data analysis including incidences requiring immediate intervention.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The processes and procedures of the school based Behavior Leadership Team are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the Behavior Leadership Team is inclusive of all areas (i.e., general education teachers, guidance counselor, ESE teachers, administration, school psychologist) and is supported by student services personnel who help design targeted supports when need is indicated by school data.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.



**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school offers the following non-violence and anti-drug programs:  
 Student Mentoring Program  
 Peer Mediation Program  
 Crisis Training Program  
 Suicide Prevention Program  
 Bullying Program

All students are screened quarterly for behavioral and social-emotional issues through the electronic report card. Through the screening the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels, or the school would benefit from targeted interventions to address specific behavioral and social-emotional areas. Student services personnel provide direct and indirect evidence-based supports to students identified through the screening measure.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school regularly (i.e., at least quarterly) accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows: Unweighted GPA (at risk below 2.0), over age for grade, Office Discipline Referrals (at risk if 2 or more), attendance below 90%, regardless of whether absence is excused or due to out of school suspensions, year to date suspensions (at risk if 1 or more), number of prior retentions (at risk is 1 or more), Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics  
 Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Early Warning System report is used to determine school wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g., attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional

Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern. For indicators sensitive to behavior issues (e.g., office discipline referrals and suspensions), interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of the Positive Behavioral Supports. Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e., if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

The school engages families in many school events, such as Meet the Teacher, Open House, and education related night events. The media specialist hosts book nights throughout the school year with the support of PTA. Bulldog Bonanza is held in winter to explore curriculum and community resources. PTA hosts an annual Spring Fling to continue building positive relations between families, business partners, and community members. In addition, the school encourages grandparent membership at multiple PTA events and host a Grandparents Night in September. George Marks is a recipient of the Five Star Award. We provide Spanish translation for parent-teacher conferences and school flyers.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school builds and sustains partnerships with the local community by holding such events as: Open House, Reading Nights, Spring Fling, Skate Night, Ice Cream Socials, Kindergarten Registration, and Bulldog Bonanza. The school hosts a luncheon recognition in May for volunteers and business partners.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

Name	Title
Roseboom, Julie	Principal
Johnson, Bree	Instructional Coach
Maddox, Jeannie	Guidance Counselor
Beeghly, Elaine	Assistant Principal
Griffis, Jennifer	Teacher, K-12
Manning, Laura	Teacher, K-12

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The school-based leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Teacher feedback, classroom observations, and student performance data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Team, Behavior Leadership Team, EWS, Professional Learning Communities, and Literacy Leadership Team). As the school's primary instructional leader, the Principal communicates a vision for student achievement and guides the team's work. Each member of the School Based Leadership Team is representative of other teams (EWS, BLT, PLCs, LLT) and serves as a liason between the SBLT and their respective team. For example, the instructional coach works through PLCs to provide teacher instructional support, professional development, and guide response to data, including the coordination of tiered academic interventions.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Personnel: The school has a leadership team consisting of the principal, assistant principal, academic coach, and guidance counselor. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Members of the school's leadership team meet with teachers weekly in PLC meetings to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Curricular: All of our teachers will be implementing the new Florida Standards this year for English Language Arts and Mathematics. They will be supported both by our district and our coach. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services, and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets weekly and SAC meets monthly.

Problem Solving Activities: The School Improvement is data driven and focuses on areas of school based need for both specific content areas as well as specific student populations. The plan is a data driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data, and identified resources (as identified by the leadership team and are matched to the needs of the students/schools.

School Improvement funds will be used for providing teachers professional development opportunities; procuring technology for classroom and purchasing a responding to literature program.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Julie Roseboom	Principal
Sabrina Brees	Parent
Tiffany Freed	Parent
Heidi Kellogg	Parent
Erin Kelton	Parent
Lisa Kraus	Education Support Employee
Amy Taylor	Parent
Becky Linan	Teacher
Leslie LaRue	Business/Community
Nancy Plummer	Parent
Elaine Beeghly	Teacher
	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared results with the faculty, as well as the School Advisory Council, to receive input.

*Development of this school improvement plan*

The SAC reviews and assists with monitoring school-wide data and provides input on priorities, goals, and strategies.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support the school improvement goals. Each request is evaluated by SAC and voted upon for approval. When SAC funding becomes available, it will be voted by SAC on how to use the funds for expenditures supporting the 2015-2016 SIP.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Roseboom, Julie	Principal
Johnson, Bree	Instructional Coach
Goodin, Suzanne	Teacher, K-12
Hall, Christine	Teacher, K-12
Hoard, Laura	Teacher, K-12
Manning, Laura	Teacher, K-12
Phillips, Robin	Teacher, ESE
Rosekelly, Lori	Teacher, K-12
Ryland, Linda	Teacher, K-12
Stone, Janet	Teacher, K-12
Maddox, Jeannie	Guidance Counselor
Griffis, Jennifer	Teacher, K-12
Beeghly, Elaine	Assistant Principal

#### Duties

##### **Describe how the LLT promotes literacy within the school**

The school based LLT identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once per month on Tuesdays at 2:20 for 60 minutes. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with the PLCs, assist with development of classroom implementation strategies, and supervise and support the school-wide writing initiative and implementation of Florida Standards.

The LLT initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue to accomplish our strategic goal. The academic coach is responsible for supporting PD.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These will be offered during school and after school to encourage parent involvement. This year we will sponsor one Scholastic book fair, and three themed reading nights (October, December, and May). In addition the school holds a Young Author's Conference.

#### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning, Professional Learning Communities (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendation for students to be reviewed and assisted by the school's Problem Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted weekly to administration for monitoring purposes. The use of an academic coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Administrative walkthroughs provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets weekly to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of allowing class visits from peers, The coach works side by side with teachers to enhance instruction.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Description of Strategy:

1. New Teacher Programs (District E3, Individualized PD, mentors, peer classroom visits, other site visits)
2. Leadership Opportunities
3. Professional Development
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Voluntary Monthly Team Bulldog Rookies meeting

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based curriculum content leaders within each PLC provide mentoring as needed. the academic coach is also involved in mentoring and coaching of new/beginning teachers. Monthly meetings are offered to support learning of school programs (Team Bulldog Rookies).

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All Volusia County public elementary school programs meet or exceed state requirements. At the elementary level, the district lead teacher team to create curriculum maps and resources for all grade levels and content areas to aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement. School leaders and teachers

are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during intervention. Teachers, alongside the academic coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem Solving Team (PST). In addition, students that need enhancement lessons do so during intervention and small groups. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 12,000

After school tutoring for targeted 3rd, 4th, and 5th grade students in the areas of English Language Arts, Math, and/or Science.

#### ***Strategy Rationale***

Additional support during this time can assist struggling students to make achievement gains when they are able to receive remediation.

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

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Beeghly, Elaine, eabeeghl@volusia.k12.fl.us

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

VMTs, VSTs, and VLTs Quarterly, progress monitoring data

**Strategy: After School Program**

**Minutes added to school year: 3,000**

After school tutoring for targeted ESOL students

**Strategy Rationale**

Additional support during this time can assist struggling students to make achievement gains when they are able to receive remediation.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

VMTs and VLTs Quarterly, progress monitoring data

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**



N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers participate in purposeful team collaboration with a focus on high expectations for all students and teachers, then there will be teacher ownership of student success resulting in increased student achievement

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If teachers participate in purposeful team collaboration with a focus on high expectations for all students and teachers, then there will be teacher ownership of student success resulting in increased student achievement **1a**

G068823

**Targets Supported 1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	
FSA Mathematics - Achievement	
FCAT 2.0 Science Proficiency	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	
Math Gains	
Math Lowest 25% Gains	

**Resources Available to Support the Goal 2**

- Thinking Maps
- Academic Coach/Support teachers
- District Created Curriculum Maps/Assessment benchmarks
- Collective years/variety of experience
- District Professional Development
- School-Based Professional Development
- Common Planning/PLCs
- School Advisory Council Funds

**Targeted Barriers to Achieving the Goal 3**

- PLC experiences
- Data interpretation skills vary

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

Monitor quarterly VLT, VST, and VMT assessment data

**Person Responsible**

Julie Roseboom

**Schedule**

Quarterly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Quarterly VLT, VST, and VMT Data, Quarterly Early Warning Signs Data, PLC minutes, Administrative Walkthrough Observations

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If teachers participate in purposeful team collaboration with a focus on high expectations for all students and teachers, then there will be teacher ownership of student success resulting in increased student achievement **1**

 G068823

**G1.B1** PLC experiences **2**

 B178843

**G1.B1.S1** Provide PLC Training **4**

 S190201

### Strategy Rationale

Providing training for PLC will allow teachers to collaborate with each other and learn about new state standardized assessments effectively

### Action Step 1 **5**

Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.

#### Person Responsible

Bree Johnson

#### Schedule

Weekly, from 8/31/2015 to 6/3/2016

#### Evidence of Completion

PLC agendas

**Action Step 2** 5

Invite district staff to present the elements of effective PLC

**Person Responsible**

Julie Roseboom

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

PLC minutes, School Calendar

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

Monitor district assessments (Volusia Literacy Test (VLT), Volusia Mathematics Test (VMT), and Volusia Science Test (VST) and PLC minutes

**Person Responsible**

Bree Johnson

**Schedule**

Quarterly, from 10/1/2015 to 6/3/2016

***Evidence of Completion***

Quarterly VLT, VMT, VST; PLC minutes; School Calendar

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

Monitor VLT, VST, and VMT data

**Person Responsible**

Julie Roseboom

**Schedule**

Quarterly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Quarterly VLT, VST, VMT, and PLC minutes

**G1.B2 Data interpretation skills vary** 2

B178844

**G1.B2.S1 Varying levels of experience in interpret data** 4

S190202

**Strategy Rationale**

To effectively participate in collaboration, participants should have an understanding of how to read data and thus identify areas of concern.

**Action Step 1** 5

**Person Responsible**

Julie Roseboom

**Schedule**

On 6/1/2016

**Evidence of Completion**

PLC notes, walk through, and assessments.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.	Johnson, Bree	8/31/2015	PLC agendas	6/3/2016 weekly
G1.B2.S1.A1	[no content entered]	Roseboom, Julie	10/1/2015	PLC notes, walk through, and assessments.	6/1/2016 one-time
G1.B1.S1.A2	Invite district staff to present the elements of effective PLC	Roseboom, Julie	8/24/2015	PLC minutes, School Calendar	6/3/2016 quarterly
G1.MA1	Monitor quarterly VLT, VST, and VMT assessment data	Roseboom, Julie	10/1/2015	Quarterly VLT, VST, and VMT Data, Quarterly Early Warning Signs Data, PLC minutes, Administrative Walkthrough Observations	6/3/2016 quarterly
G1.B1.S1.MA1	Monitor VLT, VST, and VMT data	Roseboom, Julie	8/31/2015	Quarterly VLT, VST, VMT, and PLC minutes	6/3/2016 quarterly
G1.B1.S1.MA1	Monitor district assessments (Volusia Literacy Test (VLT), Volusia Mathematics Test (VMT), and Volusia Science Test (VST) and PLC minutes	Johnson, Bree	10/1/2015	Quarterly VLT, VMT, VST; PLC minutes; School Calendar	6/3/2016 quarterly

**Appendix 2: Professional Development and Technical Assistance Outlines**

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

## Professional Development Opportunities

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

**G1.** If teachers participate in purposeful team collaboration with a focus on high expectations for all students and teachers, then there will be teacher ownership of student success resulting in increased student achievement

### **G1.B1** PLC experiences

#### **G1.B1.S1** Provide PLC Training

##### **PD Opportunity 1**

Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.

##### **Facilitator**

Julie Roseboom

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 8/31/2015 to 6/3/2016

### **G1.B2** Data interpretation skills vary

#### **G1.B2.S1** Varying levels of experience in interpret data

##### **PD Opportunity 1**

##### **Facilitator**

School Leadership Team

##### **Participants**

Teachers

##### **Schedule**

On 6/1/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide time in PLCs for teachers to collaborate and create lesson plans that reflect state standardized assessment expectations.	\$0.00
2	G1.B1.S1.A2	Invite district staff to present the elements of effective PLC	\$0.00
3	G1.B2.S1.A1		\$0.00
			<b>Total: \$0.00</b>