

Volusia County Schools

George W. Marks Elementary School



2017-18 Schoolwide Improvement Plan

George W. Marks Elementary School

1000 N GARFIELD AVE, Deland, FL 32724

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	C

**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 is pending approval by the Volusia County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for George W. Marks Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

George Marks Elementary, where everyone succeeds together!

2. School Environment

a. 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. Teachers teach and review procedures on a regular basis (e.g., first two weeks, after holidays, throughout school year). Classrooms which exhibit the behaviors outlines in PAWS earn dog bones (stickers) that are placed in a dog bowl (poster). Class incentives are earned for each dog bowl filled.

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

The school based Positive Behavioral Interventions and Support (PBIS, formerly 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. Faculty and staff teach expectations and implement those school wide procedures.

School leadership and faculty provide 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.

c. 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 PAWS Matrix are based upon school behavioral data and are implicitly taught and reinforced throughout the year. The membership of the PBIS team is inclusive of all areas (e.g., classroom, resource, and special area teachers; school counselor; administration) and is supported by student services personnel (e.g., school psychologist) who helps 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.

d. 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 counseling program offers the following non-violence and anti-drug programs: Student Leadership Club, Say No to Drugs campaign, student mentoring programs, peer mediation activities, bullying program. Adults annually review training in programs: crisis team process review, district annual updates (e.g., Bullying Harassment and the Jeffrey Johnston Act, Creating Emotional Safety for our Students, Dating Violence, Threat Response Procedure, Psychotropic Medication Rule, and Child Abuse Identification).

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 measures.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 (EWS), 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); and 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.

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

1. 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	
Attendance below 90 percent	5	1	2	2	6	2	0	0	0	0	0	0	0	18
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	1	3	11	11	10	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	11	11	10	0	0	0	0	0	0	0	32

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	5	1	3	11	12	12	0	0	0	0	0	0	0	44

c. 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 Team Meetings or 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 Interventions & 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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. 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. A new event, PTA Literacy Night, will be held in October, inviting local author and illustrator David Finkle to present literacy activities to our intermediate students and parents.

2. 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, Ice Cream Socials, Kindergarten Registration, and Science Night. The school hosts a luncheon recognition in May for volunteers and business partners. Spirit Nights are held at various restaurants throughout the school year (i.e., Chick-Fil-a, Berryville, Sonny's Barbeque, Moe's, Xaxby's, and Johnny Rockets).

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Roseboom, Julie	Principal
Beeghly, Elaine	Assistant Principal
Fogle, Sarah	Teacher, ESE
Hall, Christine	Teacher, K-12

b. Duties

1. 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, PBIS, EWS, Professional Learning Communities, Literacy Leadership Team) and to devise the professional learning plan and activities for the faculty. 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, DLTL) 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.

2. 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 various teachers. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional learning opportunities, and celebrates student success. These leaders work with teachers to ensure student learning.

Instructional resources include staff development developed and provided by our district, our school's leadership team, and other teacher leaders. Teachers meet weekly in 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 continue implementing the Florida Standards for English Language Arts and Mathematics. They will be supported both by our district, our coach, and each team of teachers. All teachers have the support of our school 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. If provided by the state, 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 Team and SAC hold monthly meetings. Administration meets weekly, and teams meet weekly.

Problem Solving Activities: The School Improvement Plan is data driven and focuses on areas of school based need for both specific content areas as well as specific student populations. 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, if awarded, will be used for providing teachers professional learning opportunities; supporting technology for learning, and/or other activities in support of the school improvement goal.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Julie Roseboom	Principal
Heidi Kellogg	Parent
Leslie Larue	Business/Community
Rebecca Linan	Teacher
Jordan Streeter	Parent
Janae Muzzy	Parent
Elaine Beeghly	Teacher
Chris Cloudman	Parent
Diane Simon	Teacher
Sharmain Jackson	Parent
Marissa Agee	Student
Chris Grabowski	Parent
Christine Szurka	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 (SLT) met to engage in reviewing the problem solving steps, barriers, and possible solutions. Our school leadership then shared results with the faculty, as well as the School Advisory Council, to receive input.

b. Development of this school improvement plan

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

c. 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.

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

School improvement funds, when provided by the state, are allocated at the school level 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Roseboom, Julie	Principal
Beeghly, Elaine	Assistant Principal
Fogle, Sarah	Teacher, ESE
Matthews, Laura	Teacher, K-12
Hall, Christine	Teacher, K-12
Adkins, Colleen	Teacher, K-12
Pekala, Tiffany	Teacher, K-12
Veitch, Shannon	Teacher, K-12
Linan, Becky	Teacher, K-12
Goodin, Suzanne	Teacher, K-12
Stortz, Peggy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Wednesdays at 1:30 for approximately 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 academic initiatives and implementation of Florida Standards, providing curricular information to teachers.

The LLT initiative's main focus is to support alignment of instruction to the standards in every classroom. This year's focus will be support for teachers as we continue to accomplish our strategic goal. The academic coach supports professional learning.

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, Bookaneer Book Fair Activities, and themed reading nights (October, December).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 team meetings and PLC meetings held 3x monthly to regularly to dig deeper into the grade level standards, identify success criteria , design formative assessments to collect data, and 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. Agendas and minutes are recorded and shared for each meeting.

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 administrative 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.

2. 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 Learning

4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Voluntary Monthly Bulldog Basics meeting
7. Wander in Wednesdays- Technology training

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

Beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based curriculum within each PLC provide mentoring as needed. Teachers new to school are assigned a peer mentor for support. The academic coach is also involved in mentoring and coaching of new/beginning teachers. Monthly meetings are offered to support learning of school programs (Bulldog Basics/Wander in Wednesdays).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 curriculum care members creates curriculum maps and resources for all grade levels and content areas 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) coaching, and feedback from walk thru observations help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

b. Instructional Strategies

1. 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 team meetings and bi weekly afterschool PLC to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data are used to identify groups of students to receive targeted instruction during intervention and small group instruction. 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). Students that need enhancement lessons do so during intervention and small groups. In order for teachers to better be able to meet the needs of all students in a process that promotes a sense of shared responsibility.

2. 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, and teacher input

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If George Marks Elementary builds a culture of collaborative mindset then student achievement will increase.
- G2.** If George Marks Elementary implements standards aligned instruction built on the Instructional Shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If George Marks Elementary builds a culture of collaborative mindset then student achievement will increase. 1a

 G094655

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Depth of knowledge and implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development and PLC Collaboration

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Julie Roseboom

Schedule

On 10/31/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Julie Roseboom

Schedule

Evidence of Completion

Midyear Review in CIMS

G2. If George Marks Elementary implements standards aligned instruction built on the Instructional Shifts, then student achievement will increase. 1a

G094656

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
FSA Mathematics Achievement	63.0
FCAT 2.0 Science Proficiency	63.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Limited time
- Lack of knowledge on using the modules effectively

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coach/ District Specialists/ Cadre Members
- Teacher Experts
- Digital Learning Teacher
- Grants/ donations/ EDEP
- PLC's / Team Meetings/Faculty Meetings with Flexibility
- School-Based Professional Development
- Common Planning/PLCs
- School Advisory Council Funds

Plan to Monitor Progress Toward G2. 8

Monitor quarterly VLT, VST, and VMT assessment data

Person Responsible

Julie Roseboom

Schedule

Quarterly, from 8/18/2017 to 5/31/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

SIP Midyear Review

Person Responsible

Julie Roseboom

Schedule

On 2/6/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Julie Roseboom

Schedule

Annually, from 5/25/2018 to 5/25/2018

Evidence of Completion

Step Zero for 2018-2019 SIP

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

 = Problem Solving Step  S123456 = Quick Key


G1. If George Marks Elementary builds a culture of collaborative mindset then student achievement will increase. 1

 G094655

G1.B1 Depth of knowledge and implementation 2

 B254468

G1.B1.S1 Provide Professional Learning with support of collaborative mindsets. 4

 S268766

Strategy Rationale

When teachers have a collaborative mindset student achievement will increase.

Action Step 1 5

Providing a Book Study on Growth Mindset in the Classroom

Person Responsible

Becky Linan

Schedule

On 11/13/2017

Evidence of Completion

MYPGS, agenda, responses, sign-in, learning cycle

Action Step 2 5

The Power of Yet Training to Staff

Person Responsible

Julie Roseboom

Schedule

On 5/31/2018

Evidence of Completion

sign-in sheets, agenda

Action Step 3 5

Provide a book study on Visible Learning in Literacy

Person Responsible

Becky Linan

Schedule

On 12/11/2017

Evidence of Completion

MYPGS, agenda, responses, sign-in, learning cycle

Action Step 4 5

Provide a book study on Collective Efficacy

Person Responsible

Becky Linan

Schedule

On 2/19/2018

Evidence of Completion

MYPGS, agenda, responses, sign-in, learning cycle

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

Track professional learning to determine completion

Person Responsible

Becky Linan

Schedule

On 6/1/2018

Evidence of Completion

surveys, walk-throughs, sign in sheets, MYPGS

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

Coach provides follow up support to ensure implementation of training

Person Responsible

Becky Linan

Schedule

On 6/1/2018

Evidence of Completion

coaching cycles, walk-through evidence

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

Analyze collected data and discuss the impact at SLT Meetings

Person Responsible

Julie Roseboom

Schedule

On 6/1/2018

Evidence of Completion

Learning Walks, Discipline Data, DPP Conferences


G2. If George Marks Elementary implements standards aligned instruction built on the Instructional Shifts, then student achievement will increase. 1

 G094656

G2.B5 Limited time 2

 B254473

G2.B5.S1 If teachers work together in PLC to delve into the curriculum for better understanding of standards then this will allow them to plan highly effective lessons, interventions, and enrichment. 4

 S268770

Strategy Rationale

Students will participate in engaging lesson that will be differentiated based on their individual needs.

Action Step 1 5

Professional Learning Collaboration Cycle will be created

Person Responsible

Elaine Beeghly

Schedule

On 6/13/2017

Evidence of Completion

graphic of cycle

Action Step 2 5

Implementation of the Collaboration Cycle in PLCs

Person Responsible

Schedule

Weekly, from 9/25/2017 to 5/31/2018


Evidence of Completion

minutes, agenda

G2.B6 Lack of knowledge on using the modules effectively **2**

 B254474

G2.B6.S1 During PLC/PD/Early Release Professional Development training will be provided to deepen and extend the understanding of Modules. **4**

 S268771

Strategy Rationale

If teachers have a good understanding of the modules than student learning will be increased.

Action Step 1 **5**

Vertical Team Activities

Person Responsible

Julie Roseboom

Schedule

Annually, from 9/8/2017 to 5/30/2018

Evidence of Completion

Agendas and sign ins

Action Step 2 **5**

School based Academic coach will provide Foundational Skills training

Person Responsible

Schedule

On 9/20/2017

Evidence of Completion

sign-in sheet, agenda

Action Step 3 5

All teachers will participate in the VCS Professional Learning Plan

Person Responsible

Julie Roseboom

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

MYPGS, Sign-in sheets, Implementation of Learning

Action Step 4 5

Provide additional support for collaboration and planing during PLC's

Person Responsible

Schedule

Weekly, from 8/28/2017 to 5/11/2018

Evidence of Completion

agenda, minutes, data collected from walk throughs

Action Step 5 5

Implement the knowledge and skills learned during each Professional Learning Session

Person Responsible

Julie Roseboom

Schedule

Daily, from 9/1/2017 to 5/25/2018

Evidence of Completion

walk throughs, coaching logs, evaluation data, professional learning cycles

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Walk thru, observations, lesson plans

Person Responsible

Elaine Beeghly

Schedule

On 5/30/2018

Evidence of Completion

Data collected and reviewed during PLC, Walk thru, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Data chats/PLC/ SLT/ SAC

Person Responsible

Elaine Beeghly

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

classroom observations, lesson plans reviews, walk thru data, VXT, SXT.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA2 M382946	SIP Midyear Review	Roseboom, Julie	No Start Date	Midyear Review in CIMS	No End Date one-time
G2.B5.S1.A1 A358485	Professional Learning Collaboration Cycle will be created	Beeghly, Elaine	6/12/2017	graphic of cycle	6/13/2017 one-time
G2.B6.S1.A2 A358488	School based Academic coach will provide Foundational Skills training		9/20/2017	sign-in sheet, agenda	9/20/2017 one-time
G1.MA1 M382945	SIP Progress Monitoring Meeting	Roseboom, Julie	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.B1.S1.A1 A358469	Providing a Book Study on Growth Mindset in the Classroom	Linan, Becky	10/9/2017	MYPGS, agenda, responses, sign-in, learning cycle	11/13/2017 one-time
G1.B1.S1.A3 A358471	Provide a book study on Visible Learning in Literacy	Linan, Becky	11/13/2017	MYPGS, agenda, responses, sign-in, learning cycle	12/11/2017 one-time
G2.MA2 M382956	SIP Midyear Review	Roseboom, Julie	2/6/2018	Midyear Review in CIMS	2/6/2018 one-time
G1.B1.S1.A4 A358472	Provide a book study on Collective Efficacy	Linan, Becky	1/29/2018	MYPGS, agenda, responses, sign-in, learning cycle	2/19/2018 one-time
G2.B6.S1.A4 A358490	Provide additional support for collaboration and planning during PLC's		8/28/2017	agenda, minutes, data collected from walk throughs	5/11/2018 weekly
G2.MA3 M382957	State Assessment Results	Roseboom, Julie	5/25/2018	Step Zero for 2018-2019 SIP	5/25/2018 annually
G2.B6.S1.A5 A358491	Implement the knowledge and skills learned during each Professional Learning Session	Roseboom, Julie	9/1/2017	walk throughs, coaching logs, evaluation data, professional learning cycles	5/25/2018 daily
G2.B6.S1.MA1 M382953	Data chats/PLC/ SLT/ SAC	Beeghly, Elaine	9/15/2017	classroom observations, lesson plans reviews, walk thru data, VXT, SXT.	5/30/2018 monthly
G2.B6.S1.MA1 M382954	Walk thru, observations, lesson plans	Beeghly, Elaine	9/15/2017	Data collected and reviewed during PLC, Walk thru, lesson plans	5/30/2018 one-time
G2.B6.S1.A1 A358487	Vertical Team Activities	Roseboom, Julie	9/8/2017	Agendas and sign ins	5/30/2018 annually
G2.MA1 M382955	Monitor quarterly VLT, VST, and VMT assessment data	Roseboom, Julie	8/18/2017	Quarterly VLT, VST, and VMT Data, Quarterly Early Warning Signs Data, PLC minutes, Administrative Walkthrough Observations	5/31/2018 quarterly
G1.B1.S1.A2 A358470	The Power of Yet Training to Staff	Roseboom, Julie	8/15/2017	sign-in sheets, agenda	5/31/2018 one-time
G2.B5.S1.A2 A358486	Implementation of the Collaboration Cycle in PLCs		9/25/2017	minutes, agenda	5/31/2018 weekly
G1.B1.S1.MA1 M382942	Analyze collected data and discuss the impact at SLT Meetings	Roseboom, Julie	8/14/2017	Learning Walks, Discipline Data, DPP Conferences	6/1/2018 one-time
G1.B1.S1.MA1 M382943	Track professional learning to determine completion	Linan, Becky	8/14/2017	surveys, walk-throughs, sign in sheets, MYPGS	6/1/2018 one-time
G1.B1.S1.MA2 M382944	Coach provides follow up support to ensure implementation of training	Linan, Becky	8/14/2017	coaching cycles, walk-through evidence	6/1/2018 one-time
G2.B6.S1.A3 A358489	All teachers will participate in the VCS Professional Learning Plan	Roseboom, Julie	9/1/2017	MYPGS, Sign-in sheets, Implementation of Learning	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If George Marks Elementary builds a culture of collaborative mindset then student achievement will increase.

G1.B1 Depth of knowledge and implementation

G1.B1.S1 Provide Professional Learning with support of collaborative mindsets.

PD Opportunity 1

Providing a Book Study on Growth Mindset in the Classroom

Facilitator

Becky Linan

Participants

voluntary participants

Schedule

On 11/13/2017

PD Opportunity 2

Provide a book study on Collective Efficacy

Facilitator

Becky Linan

Participants

voluntary instructional staff

Schedule

On 2/19/2018

G2. If George Marks Elementary implements standards aligned instruction built on the Instructional Shifts, then student achievement will increase.

G2.B6 Lack of knowledge on using the modules effectively

G2.B6.S1 During PLC/PD/Early Release Professional Development training will be provided to deepen and extend the understanding of Modules.

PD Opportunity 1

School based Academic coach will provide Foundational Skills training

Facilitator

Becky Linan

Participants

all instructional staff

Schedule

On 9/20/2017

PD Opportunity 2

All teachers will participate in the VCS Professional Learning Plan

Facilitator

District Staff and School Leaders

Participants

All instructional staff

Schedule

Monthly, from 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Providing a Book Study on Growth Mindset in the Classroom	\$0.00
2	G1.B1.S1.A2	The Power of Yet Training to Staff	\$0.00
3	G1.B1.S1.A3	Provide a book study on Visible Learning in Literacy	\$0.00
4	G1.B1.S1.A4	Provide a book study on Collective Efficacy	\$0.00
5	G2.B5.S1.A1	Professional Learning Collaboration Cycle will be created	\$0.00
6	G2.B5.S1.A2	Implementation of the Collaboration Cycle in PLCs	\$0.00
7	G2.B6.S1.A1	Vertical Team Activities	\$0.00
8	G2.B6.S1.A2	School based Academic coach will provide Foundational Skills training	\$0.00
9	G2.B6.S1.A3	All teachers will participate in the VCS Professional Learning Plan	\$0.00
10	G2.B6.S1.A4	Provide additional support for collaboration and planing during PLC's	\$0.00
11	G2.B6.S1.A5	Implement the knowledge and skills learned during each Professional Learning Session	\$0.00
Total:			\$0.00