

Volusia County Schools

George W. Marks Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	B*

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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.

2018-19 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 outlined 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 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	0	0	0	0	2	5	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	2	4	0	0	0	0	0	0	0	6

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/649968>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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, 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, Zaxby'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
YOUNG, SHANNON	Principal
Beeghly, Elaine	Assistant Principal
Fogle, Sarah	Teacher, ESE
Hall, Christine	Teacher, K-12
Linan, Becky	Instructional Coach

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
Shannon Young	Principal
Heidi Kellogg	Parent
Leslie Larue	Business/Community
Rebecca Linan	Teacher
Janae Muzzy	Parent
Elaine Beeghly	Teacher
Chris Cloudman	Parent
Diane Simon	Teacher
Marissa Agee	Student
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.

School Improvement goal was shared at Open House with the opportunity for questions and 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
YOUNG, SHANNON	Principal
Beeghly, Elaine	Assistant Principal
Fogle, Sarah	Teacher, ESE
Matthews, Laura	Teacher, K-12
Hall, Christine	Teacher, K-12
Adkins, Colleen	Teacher, K-12
Veitch, Shannon	Teacher, K-12
Linan, Becky	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 align our instruction to the needs of students. 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
8. Teacher recognition opportunities-Teacher of the Month

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. Intervention Plan developed to meet students' needs in small group ELA instruction. Small groups were formed using assessment data, individual education plans, and teacher recommendations based on student performance. 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:

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
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Manning, Laura, lemannin@volusia.k12.fl.us

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

FSA, I Ready, and VST, Quarterly, progress monitoring data, and teacher input that my include district and classroom assessments).

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.

The school offers students elective clubs in art, technology, music, Florida Future Educators of America (FFEA), Logo Robotics, Spanish Acquisition, and Leadership clubs.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If George Marks develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet each student's social emotional and academic needs to increase student achievement.

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 develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet each student's social emotional and academic needs to increase student achievement. 1a

G100583

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	58.0
Statewide Science Assessment Achievement	61.0
ELA/Reading Gains	54.0
Math Gains	54.0
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Communication-frequent and common language for expectations need to be provided.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Team Planning, PLC, classroom visitations, Achieve the core
- Sanford Harmony, PBIS, Book study on poverty, Minority Achievement specialist
- School Wide expectations for students, faculty, and staff, central master calendar, grade chair reps.
- Visual Cues, vision statements, Facebook, community interaction, PTA, and SAC

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

SHANNON YOUNG

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

Elaine Beeghly

Schedule

On 2/6/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

Data Walks

Person Responsible

SHANNON YOUNG

Schedule

Biweekly, from 10/1/2018 to 5/24/2019

Evidence of Completion

Collection tool is designed to collect data to determine implementation, frequency and standards aligned.

Plan to Monitor Progress Toward G1. 8

Planning and Pacing meetings

Person Responsible

Becky Linan

Schedule

Quarterly, from 9/21/2018 to 4/30/2019

Evidence of Completion

Data walks, record of data, feed back, and meeting notes

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 George Marks develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet each student's social emotional and academic needs to increase student achievement. 1

G100583

G1.B3 Communication-frequent and common language for expectations need to be provided. 2

B271370

G1.B3.S1 Implement positive school culture and mindset 4

S287230

Strategy Rationale

Teacher voice to build collective efficacy

Action Step 1 5

Create a faculty and staff needs assessment and share results

Person Responsible

SHANNON YOUNG

Schedule

On 9/7/2018

Evidence of Completion

Survey data

Action Step 2 5

Create leadership team that meets monthly and team members meet with grade levels disseminating information

Person Responsible

Elaine Beeghly

Schedule

Monthly, from 6/1/2018 to 5/31/2019

Evidence of Completion

Agenda and minutes

Action Step 3 5

Create a Digital calendar that is accessible to all staff.

Person Responsible

SHANNON YOUNG

Schedule

Weekly, from 8/6/2018 to 6/3/2019

Evidence of Completion

Shared calendar

Action Step 4 5

Training of staff and faculty of Sanford Harmony as well as implementation in the classroom

Person Responsible

Elaine Beeghly

Schedule

On 5/31/2019

Evidence of Completion

Agenda, Training power point, sign in sheets, walk thru data

Action Step 5 5

Specific Content training based on the needs assessment and teacher feedback.

Person Responsible

Becky Linan

Schedule

Every 2 Months, from 8/7/2018 to 6/3/2019

Evidence of Completion

Agenda, sign in sheets, training materials

Action Step 6 5

PST/FBA training

Person Responsible

Laura Hoard

Schedule

On 11/14/2018

Evidence of Completion

Agenda, sign in sheet, and presentation notes

Action Step 7 5

Standards Progression ELA

Person Responsible

SHANNON YOUNG

Schedule

On 12/5/2018

Evidence of Completion

sign in sheet, agenda, and presentation notes

Action Step 8 5

Math Instructional Practice Guide

Person Responsible

Laura Manning

Schedule

On 2/6/2019

Evidence of Completion

Agenda, sign in, and presentation notes

Action Step 9 5

Skinny IPG

Person Responsible

SHANNON YOUNG

Schedule

On 1/16/2019

Evidence of Completion

Agenda, sign in, and presentation notes

Action Step 10 5

Ed-Camp (various topics provided from the needs assessment)

Person Responsible

Elaine Beeghly

Schedule

On 3/6/2019

Evidence of Completion

sign in sheets, Agenda, and presentation materials

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Professional learning plans

Person Responsible

Elaine Beeghly

Schedule

Annually, from 8/14/2018 to 6/3/2019

Evidence of Completion

Data, Mypgs attendance, outlook meeting notices/invites

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Admin data walks

Person Responsible

SHANNON YOUNG

Schedule

Quarterly, from 8/7/2018 to 6/3/2019

Evidence of Completion

Professional conversations between admin/teacher , data analysis

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Academic Coach provides teacher support in standards aligned instruction

Person Responsible

Becky Linan

Schedule

Weekly, from 9/3/2018 to 6/3/2019

Evidence of Completion

PLC minutes, coach's data and notes, presentation-power points and agenda

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Conversations to discuss the effectiveness of creating and implementing professional learning plans, analyze collected data at monthly SLT meetings.

Person Responsible

SHANNON YOUNG

Schedule

Monthly, from 9/4/2018 to 6/4/2019

Evidence of Completion

Data walks, observation notes, lesson plans, I READY data, SLT minutes

V. Professional Development Opportunities

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

G1. If George Marks develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet each student's social emotional and academic needs to increase student achievement.

G1.B3 Communication-frequent and common language for expectations need to be provided.

G1.B3.S1 Implement positive school culture and mindset

PD Opportunity 1

Training of staff and faculty of Sanford Harmony as well as implementation in the classroom

Facilitator

Amanda Westervelt

Participants

Teachers

Schedule

On 5/31/2019

PD Opportunity 2

Specific Content training based on the needs assessment and teacher feedback.

Facilitator

District Staff

Participants

Teachers and administration

Schedule

Every 2 Months, from 8/7/2018 to 6/3/2019

PD Opportunity 3

Standards Progression ELA

Facilitator

District personnel

Participants

Teachers

Schedule

On 12/5/2018

VI. Technical Assistance Items

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

G1. If George Marks develops systems that foster collective efficacy and support effective instructional practices, then teachers will successfully implement standards-aligned instruction to meet each student's social emotional and academic needs to increase student achievement.

G1.B3 Communication-frequent and common language for expectations need to be provided.

G1.B3.S1 Implement positive school culture and mindset

TA Opportunity 1

PST/FBA training

Facilitator

Laura Hoard/Stephanie Wongsuwong

Participants

Teachers

Schedule

On 11/14/2018

TA Opportunity 2

Skinny IPG

Facilitator

District personnel

Participants

Teachers and Administration

Schedule

On 1/16/2019

VII. Budget

1	G1.B3.S1.A1	Create a faculty and staff needs assessment and share results				\$278,565.16
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3631 - George W. Marks Elem. School			\$25,000.00
			<i>Notes: Technology</i>			

Volusia - 3631 - George W. Marks Elem. School - 2018-19 SIP
George W. Marks Elementary School

			3631 - George W. Marks Elem. School			\$240,000.00
			<i>Notes: Title 1 tutoring</i>			
		100-Salaries	3631 - George W. Marks Elem. School	Title, I Part A		\$13,565.16
			<i>Notes: Parent Liaison- support families with resources, communication for events, activities to increase parent involvement. Homeless population support.</i>			
2	G1.B3.S1.A10	Ed-Camp (various topics provided from the needs assessment)				\$0.00
3	G1.B3.S1.A2	Create leadership team that meets monthly and team members meet with grade levels disseminating information				\$0.00
4	G1.B3.S1.A3	Create a Digital calendar that is accessible to all staff.				\$0.00
5	G1.B3.S1.A4	Training of staff and faculty of Sanford Harmony as well as implementation in the classroom				\$4,872.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3631 - George W. Marks Elem. School			\$4,000.00
			<i>Notes: Family engagement-social emotional learning</i>			
			3631 - George W. Marks Elem. School			\$872.00
			<i>Notes: Homeless students</i>			
6	G1.B3.S1.A5	Specific Content training based on the needs assessment and teacher feedback.				\$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3631 - George W. Marks Elem. School			\$30,000.00
			<i>Notes: Materials and supplies</i>			
		140-Substitute Teachers	3631 - George W. Marks Elem. School	Title, I Part A		\$24,000.00
			<i>Notes: Notes-Quarterly pacing and planning for all core instructional staff professional learning</i>			
7	G1.B3.S1.A6	PST/FBA training				\$0.00
8	G1.B3.S1.A7	Standards Progression ELA				\$0.00
9	G1.B3.S1.A8	Math Instructional Practice Guide				\$0.00
10	G1.B3.S1.A9	Skinny IPG				\$0.00
					Total:	\$337,437.16

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA1 M425538	SIP Progress Monitoring Meeting	YOUNG, SHANNON	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.MA2 M425539	SIP Midyear Review	Beeghly, Elaine	2/6/2018	Midyear Review in CIMS	2/6/2018 one-time
G1.B3.S1.A1 A389523	Create a faculty and staff needs assessment and share results	YOUNG, SHANNON	8/13/2018	Survey data	9/7/2018 one-time
G1.B3.S1.A6 A389528	PST/FBA training	Hoard, Laura	11/14/2018	Agenda, sign in sheet, and presentation notes	11/14/2018 one-time
G1.B3.S1.A7 A389529	Standards Progression ELA	YOUNG, SHANNON	12/5/2018	sign in sheet, agenda, and presentation notes	12/5/2018 one-time
G1.B3.S1.A9 A389531	Skinny IPG	YOUNG, SHANNON	1/16/2019	Agenda, sign in, and presentation notes	1/16/2019 one-time
G1.B3.S1.A8 A389530	Math Instructional Practice Guide	Manning, Laura	2/6/2019	Agenda, sign in, and presentation notes	2/6/2019 one-time
G1.B3.S1.A10 A389532	Ed-Camp (various topics provided from the needs assessment)	Beeghly, Elaine	3/6/2019	sign in sheets, Agenda, and presentation materials	3/6/2019 one-time
G1.MA4 M425541	Planning and Pacing meetings	Linan, Becky	9/21/2018	Data walks, record of data, feed back, and meeting notes	4/30/2019 quarterly
G1.MA3 M425540	Data Walks	YOUNG, SHANNON	10/1/2018	Collection tool is designed to collect data to determine implementation, frequency and standards aligned.	5/24/2019 biweekly
G1.B3.S1.A2 A389524	Create leadership team that meets monthly and team members meet with grade levels disseminating...	Beeghly, Elaine	6/1/2018	Agenda and minutes	5/31/2019 monthly
G1.B3.S1.A4 A389526	Training of staff and faculty of Sanford Harmony as well as implementation in the classroom	Beeghly, Elaine	8/7/2018	Agenda, Training power point, sign in sheets, walk thru data	5/31/2019 one-time
G1.B3.S1.MA1 M425535	Professional learning plans	Beeghly, Elaine	8/14/2018	Data, Mypgs attendance, outlook meeting notices/invites	6/3/2019 annually
G1.B3.S1.MA2 M425536	Admin data walks	YOUNG, SHANNON	8/7/2018	Professional conversations between admin/teacher , data analysis	6/3/2019 quarterly
G1.B3.S1.MA3 M425537	Academic Coach provides teacher support in standards aligned instruction	Linan, Becky	9/3/2018	PLC minutes, coach's data and notes, presentation-power points and agenda	6/3/2019 weekly
G1.B3.S1.A3 A389525	Create a Digital calendar that is accessible to all staff.	YOUNG, SHANNON	8/6/2018	Shared calendar	6/3/2019 weekly
G1.B3.S1.A5 A389527	Specific Content training based on the needs assessment and teacher feedback.	Linan, Becky	8/7/2018	Agenda, sign in sheets, training materials	6/3/2019 every-2-months
G1.B3.S1.MA1 M425534	Conversations to discuss the effectiveness of creating and implementing professional learning...	YOUNG, SHANNON	9/4/2018	Data walks, observation notes, lesson plans, I READY data, SLT minutes	6/4/2019 monthly