

James M. Marlowe Elementary School

5642 CECELIA DR, New Port Richey, FL 34652

www.pasco.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	D

School Board Approval

This plan is pending approval by the Pasco 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Marlowe is dedicated to supporting and developing 21st century learners who demonstrate our "PACK Pride" dispositions of: perseverance, accountability, caring and knowledge seeking. We promote a growth mindset that fosters self efficacy and the believe that all individuals can attain their goals and overcome barriers.

Provide the school's vision statement

Marlowe...where 21st century learners care to learn and learn to care.

School Environment

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

Marlowe Elementary believes that a positive school culture and classroom environment is critical for success. These positive relationships are fostered through the implementation of our newly developed school-wide PACK Pride. PACK Pride emphasizes the importance of being perseverant, accountable, caring and knowledge seeking. It helps build and foster a growth mindset where both teachers and students work together in a shared partnership to set goals that foster an independent and interdependent value for learning and others.

In addition to classroom teachers promoting PACK dispositions, our SSAP (Student Support and Assistance Program Teacher), our School Counselor and our Caring Schools Community Counselor, teach lessons that specifically align with our belief and help students "care to learn and learn to care."

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

Our PACK Pride initiative holds caring and accountable behavior as one of the foundational expectations. Students are reinforced to demonstrate care for themselves and others by acting respectfully and responsibly in all areas of the school. Our morning routine sets the tone by opening the campus with visible staff welcoming and encouraging students to eat a breakfast with friends in the morning. Hallways are gathering places for students to sit and interact with their peers and teachers. The school news show, run by students, starts each morning with student points of interests and spotlights on students and staff that demonstrate our PACK Pride dispositions. PACK Pride also requires the staff to read and connect our PACK dispositions to literature through a school-wide PACK literature component. Every two weeks, staff reads aloud a preselected text that highlights one of the dispositions. Students are celebrated and awarded certificates of achievement for demonstrating and acting as the "characters in the stories" that emulate our PACK Pride habits. Afterschool programs such as, chorus, instrumental, flag football, "Girls on the Run" and ESY academic programs often offer snack and opportunities for students to participate in activities of interest. Promoting self esteem and opportunities for success are a critical part of all these groups' curriculum. During these times, staff continues to reinforce and support our PACK Pride initiative.

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

PACK Pride matrices were developed, shared and communicated during the first weeks of school. A common vocabulary and expectation for behavior and habits was defined and explained for all areas of our campus. Teachers are encouraged to be consistent and scaffold students in being held accountable both behaviorally and academically. Mistakes are viewed as an opportunity for learning and growth. Self-efficacy and a growth mindset is fostered in all. When behavior interrupts the learning environment and needs to be addressed, students are asked to reflect and problem solve through the situation. The PACK Pride dispositions are used as a benchmark for their expectations. Students are encouraged to "own" their behavior and understand how their actions impact others. Throughout the process, communication and collaboration with all stakeholders is established.

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 implements a Tiered systems of support for both academic and social needs. Our Tier 1 for social emotional needs is established through our PACK Pride initiative. Tier 2 systems include mentoring and counseling support for various groups. Our Guidance Counselor and SSAP teacher provide small groups focused on interpersonal and social skills. Big Brothers - Big Sisters, "check-ins" and adults that care also provide mentoring and support. Students that require support at the Tier 3 level are brought up for problem solving with our SBIT team. There, our interdisciplinary team responds with supports and interventions that may encompass anything from a specific behavior plan, outside counseling and/or intervention with the family. In addition, progress monitoring is used to ensure fidelity and effectiveness of implementation.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

James M. Marlowe Elementary School embraces the fact that parent involvement in each child's education is of great importance in ensuring a child's success in school. We support a partnership between students, families, and school personnel in order to foster academic, social, and emotional growth. The Parent Involvement Plan is developed jointly with parents and school personnel and is available to all families on the school's website (<http://jmms.pasco.k12.fl.us>).

It establishes expectations for family involvement with Marlowe Elementary School, a Title I School. Upon enrollment, all those involved in the child's education review and sign the Home and School Agreement for Success (parent-school compact). This establishes a set of agreed upon goals for ensuring a successful school year.

Each year our annual Title I meeting is held as part of our Open House. Families are provided with a description and explanation of the curriculum in use at school, forms of academic assessment used to

measure progress and expected proficiency levels, and an overview of Title I services and supports at our school.

Marlowe Elementary School holds a number of meetings for parents at flexible times and on varied days to try and meet the needs of our families. These include School Advisory Council meetings, PTO meetings, PACK Pride Nights, breakfast meetings, afternoon and evening family “Howling Happenings” meetings, and parent conferences. During some of these meetings, parental input is sought for the development of our Parent Involvement Plan and the use of Parent Involvement funds. Input is also gathered through means such as school surveys, academic conferences, and activity feedback forms. We provide families with timely information about programs and services through the handbook, the monthly newsletter, classroom newsletters, student planners, PTO meetings, our website, informational flyers, and phone communication. We work closely with our ELL school and district teams to ensure that documents are provide in each family’s home language whenever possible and assist in securing any necessary translators for conferences and/or family activities.

Families are provided with frequent student progress reports. They receive information on how to monitor their child’s progress and how to work with educators to improve the achievement of their child. This is done through mid-quarter progress reports, quarterly report cards, parent-teacher conferences, and other personal or written communications.

Family comments and suggestions regarding the Parent Involvement Plan or other areas of the school can be submitted to administration through written form, telephone calls and emails at any time as well as through parent surveys. The School Advisory Council reviews and provides input on the Parent Involvement Plan as well as school wide programs during their meetings.

The faculty of Marlowe Elementary is committed to providing support and strategies that help parents and children. By agreeing on goals and strategies, and by sharing the rights and responsibilities of the educational process, together, we will create a learning environment where all children can succeed.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Martin, Hilda	Principal
Fish, Robin	Assistant Principal
Shea, Jamey	Teacher, K-12
Eliason, Kristina	Teacher, K-12
O'Neill, Erin	Teacher, K-12
Anderson, Eva	Teacher, K-12
Wainwright, Michelle	Teacher, K-12
Chasney, Julie	Teacher, K-12
Bunker, Jennifer	Teacher, K-12
Izquierdo, Maikel	Instructional Coach
Brown, Charlene	Instructional Coach
Miller, Elivia	Guidance Counselor

Duties

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

The School Leadership Team participated in district wide PLC facilitator training. In addition, the team functions as a PLC which meets biweekly to collaborate on SIP initiatives and curriculum planning decisions. The format of these meetings is collaborative and encourages input and feedback. Team members are directly involved in setting school initiatives, monitoring progress and planning toward our SIP initiatives.

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

The Leadership Team meets biweekly throughout the year. In addition, the team met in the summer to plan our initiatives by reviewing our data, staff surveys and feedback to identify school needs. Surveys and input was requested at the end of the 2014 school year in order to set the Title 1 budget and plan for our 2015 school year. The Principal and Assistant Principal act as facilitators of this group and maintain final budget and inventories for the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Hilda Martin	Principal
Eltonia Hero	Teacher
Robin Fish	Principal
Penny Coleman	Parent
Donna Groc	Business/Community
Eve Huntsburger	Business/Community
Mary Whitehead	Education Support Employee
Danielle Varcadipone	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

At the beginning and end of the year, the SIP is reviewed and discussed with the SAC. Data is used to determine effectiveness and implementation of the plan. Feedback is requested to guide the development of new goals and initiatives.

Development of this school improvement plan

The SIP initiatives and goals are shared with SAC during our initial meeting. Goals are revisited in January and at the end of the year in order to progress monitor. School wide data is presented and used to develop goals and identify/plan action steps for implementation.

Preparation of the school's annual budget and plan

The SAC is directly involved in the distribution of the Lottery Funds, School Recognition Money and Title 1 funds. Input is requested and initiatives are shared with the SAC in order to use their perspective when making these budgetary decisions. In the past year, the SAC has support SIP initiatives through the recommended funding of technology and ESY resources.

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

School improvement funds were used to provide substitute coverage and stipend pay for our staff. The target focus of this time was on curriculum development, data analysis and action planning toward our SIP goals.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Martin, Hilda	Principal
Shea, Jamey	Teacher, K-12
Eliason, Kristina	Teacher, K-12
Anderson, Eva	Teacher, K-12
Fish, Robin	Assistant Principal
Wainwright, Michelle	Teacher, K-12
Chasney, Julie	Teacher, K-12
Bunker, Jennifer	Teacher, K-12
Izquierdo, Maikel	Instructional Coach
Brown, Charlene	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Lead Literacy Team is directly involved in developing our professional development cycles. They have planned our "PD to Practice" initiative which includes the implementation and development of a growth mindset, data binders, processing skills, reading for meaning and inductive reasoning strategies. Our PD incorporates these strategies across the content areas in both ELA and STEM. The structure of this time is set up in learning clubs which allows our instruction to be differentiated and creates a scaffold of learning through critical friends for collaboration and reflection.

Public and Collaborative Teaching

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

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

The school's master schedule includes a weekly 80 minute uninterrupted collaborative team planning time. During this time, teams are expected to plan standards driven instruction using the DuFour guiding questions: 1. What are we teaching?, 2. How do we know they learned it?, 3. How do we teach it?, 4. What do we do for students that don't learn it?, and 5. What do we do for students that need more? In addition to this job embedded PLC, facilitators are supported through an additional PLC and the entire staff acts as a PLC group in addressing our SIP initiatives and goals.

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

Applicants for instructional positions are screened for certification, Teacher Insight scores, job experience and references. Interviews are set up based on criteria determined in these categories based on the pool of applicants. Interview questions are a combination of the "Habermann- STAR Teacher, " Gallup Fit and questions specifically addressing the climate and culture needs of our school. Upon hiring, teachers are supported through mentors and/or PLC facilitators. School instructional coaches and administration also foster coaching, feedback and support. We believe strongly that our staff capacity and support is one of our greatest resources.

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

New teachers are paired with teachers that are clinical ed certified and work in their current or similar teaching role. At the beginning of the year, a new teacher meeting is set up to acclimate the new staff to the facility, resources and school routines. Throughout the year, ongoing support is provided by administration, instructional coaches, PLC facilitators and mentors. An open door, risk taking climate is supported and encouraged.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school has a master schedule that provides each grade level with 80 minutes of uninterrupted planning time weekly. During this time, the team works as a PLC to unpack standards, create learning scales and sequences and create, align and monitor assessment. Teams post their work on a Google Drive system which can be seen and used school-wide as part of providing and ensuring a vertical curriculum. Administration participates in grade level PLCs and monitors posted plans for implementation and effectiveness.

Instructional Strategies

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

TBITs (Team Based Intervention Teams) and SBITs (School based intervention teams) provide the framework and time for problem solving and response to intervention. Teams meet biweekly to discuss common assessments and problem solve around current student data. Data binders are incorporated for all students and are monitored and used for setting student goals. In addition, school wide data meetings take place quarterly to review benchmark assessments and summative assessments that can be compared to district and state expectations.

In cases where students are not progressing as targeted, teachers refer students to the SBIT team for further problem solving. Interventions are provided by classroom teachers, success teachers (at Grades 1-3) and ESE teachers. Action plans and problem solving boards are kept school-wide on a Google Drive system.

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: Extended School Day

Minutes added to school year: 1

Extended School Day targets students in 3rd grade reading, 4th and 5th grade math and 4th grade writing. Problem solving, comprehension and critical thinking are key components of the learning targets. Instruction is focused on application and processing.

Strategy Rationale

Problem solving, comprehension and critical thinking are major barriers for our students. We often have results on standardized assessments that indicate our students struggle at higher levels of application.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martin, Hilda, hmartin@pasco.k12.fl.us

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

DE data is used to monitor progression along with formative assessments that are given and used during the Extended School Day programs.

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming Kindergarten students attend a Kindergarten Registration Day. Demographic data that is collected during that registration process is used to create heterogenous Kindergarten classrooms. During week one of school, IRLA leveling is completed to identify literacy levels for students. Extra instructional support is provided for all our kindergarten classroom in order to increase the student/teacher ratio during the first 2 weeks of school. Students identified as "Read to Me's" are read to by multiple staff members in order to meet their 500 book exposures within the first month of school. Middle school transition for our students is handled in the Spring. During that time, the school counselor from our school coordinates with the counselor from the receiving schools. They coordinate visits for students during the school day and open houses at night for families. Schedule cards and courses are determined and chosen for students based on collaboration between schools.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2).
- G2.** If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2).

Strategic Goals Detail

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

G1. If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2). 1a

G041697

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	38.0
FAA Writing Proficiency	40.0

Resources Available to Support the Goal 2

- 1. Marzano Framework lesson segments (DQ3/DQ4) align with the development of lessons that provide rigor and relevance.
- 2. Last year SIP goals, introduced complex tasks and rigor and relevance.
- 3. PLC schedule allows team for teams to collaborative plan lessons and units.
- 4. Harvey Silver resources (Strategic Teacher) aligned to Marzano Framework lesson planning and effectively defined teaching strategies that can be used to ensure rigor and relevance.

Targeted Barriers to Achieving the Goal 3

- 4. Facilitative teaching strategies that allowed students to "own" learning and/or go through productive struggle were less common than directive teaching strategies.

G2. If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2). 1a

G041427

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- Extra Student Support (SSAP and Caring School Guidance School Guidance)
- Ad Hoc committee that looked at research and gathered materials to support philosophy of PACK Pride
- Mindset resources- Dweck, Mind up Curriculum

Targeted Barriers to Achieving the Goal 3

- Student engagement and investment is low

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2). **1**

 G041697

G1.B4 4. Facilitative teaching strategies that allowed students to "own" learning and/or go through productive struggle were less common than directive teaching strategies. **2**

 B101312

G1.B4.S1 1. School-wide PD initiative, "PD to Practice," based on the Marzano Framework and Harvey Silver work, was developed and implemented to increase teacher knowledge and implementation of processing, critical thinking and inductive reasoning strategies. **4**

 S112511

Strategy Rationale

If we increase teacher knowledge of higher cognitive and processing strategies, then teachers will implement these strategies in their classrooms and learning will be more rigorous and relevant.

Action Step 1 **5**

Master schedule is created to include a biweekly "PD to Practice" PLC for all instructional staff.

Person Responsible

Hilda Martin

Schedule

On 8/15/2014

Evidence of Completion

Master PD schedule.

Action Step 2 5

"PD to Practice" learning sessions were implemented in 3 cycles. Cycle 1 focused on processing strategies, cycle 2 was "reading for meaning" which focused on critical thinking strategies, and cycle 3 addressed inductive reasoning strategies.

Person Responsible

Robin Fish

Schedule

Biweekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Instructional staff will create a PD to Practice notebook capturing their learning and resources from the PD sessions. A Canvas course, PD to Practice, was created to house support resources, training materials and a discussion board.

Action Step 3 5

Implementation of the newly learned processing, critical thinking and inductive reasoning strategies will be monitored in lesson plans and classroom instruction.

Person Responsible

Hilda Martin

Schedule

Monthly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Lesson plans created during PLCs will be housed on our staff Google Drive. Plans will be reviewed by administration for evidence of specific "PD to Practice" strategies to be included. PLC Facilitators will create "look fors" for informal walk-throughs to capture classroom implementation of those established strategies. Informal walk-throughs will be completed by administration and members of the PLC Facilitator team.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

A master calendar of PD has been set for the year and includes 3 cycles of learning.

Person Responsible

Robin Fish

Schedule

Biweekly, from 8/26/2014 to 5/18/2015

Evidence of Completion

Learning clubs were created and documented. Agendas and training resources will be used and collected.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

School "PD to Practice" Canvas Course will house the PD resources, reflections and discussion blog.

Person Responsible

Robin Fish

Schedule

Biweekly, from 8/26/2014 to 5/18/2015

Evidence of Completion

The discussion blog will be monitored and feedback will be provided. PD sessions will require staff to use resources and reflect within our Canvas course. Mind challenges will be included in the "weekly agenda" in order to increase teacher interaction with the Canvas site.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson plans and classroom observable measures will be defined for implementation of the newly learned strategies within the PD cycles.

Person Responsible

Hilda Martin

Schedule

Monthly, from 8/25/2014 to 5/18/2015

Evidence of Completion

PLC facilitators will define "classroom observable" measures and lesson plan expectations for implementation of the PD learning. Informal walkthrought teams will look for these measures as evidence within the classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will increase their facilitative teaching strategies which will increase rigor and relevance in their instruction. This will enable students to "own" their learning and process and think at higher cognitive levels.

Person Responsible

Hilda Martin

Schedule

Monthly, from 1/5/2015 to 5/29/2015

Evidence of Completion

Walk-through evidence and instructional observations will yield an increase in the number of DQ 3 and DQ 4 lesson sequences that are implemented. Student data on summative assessments will indicate a higher performance of students being proficient in reading and math units.

G1.B4.S2 PD structure will follow a learning club format that will provide staff members with opportunities to collaborate, model and reflect on their implementation of newly learned strategies. 4

 S112512

Strategy Rationale

Teachers needed scaffolds and accountability in order to ensure the strategies were being implemented in their classrooms.

Action Step 1 5

Learning club characteristics were defined and clarified for staff. Staff members organized themselves into self selected learning clubs according to the established criteria.

Person Responsible

Robin Fish

Schedule

On 9/2/2014

Evidence of Completion

Learning Club criteria and established learning clubs.

Action Step 2 5

A learning club structure will be used during the "PD to Practice" cycles in order to provide support for collaboration, reflection and modeling of newly learned strategies.

Person Responsible

Robin Fish

Schedule

Biweekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Guiding questions, a Canvas discussion board and instructional staff notebooks will be used to document learning and reflection during the PD cycles.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Learning Clubs are formed and established.

Person Responsible

Robin Fish

Schedule

On 9/3/2014

Evidence of Completion

Learning club criteria and groups established.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Learning club structure supports teachers in collaboration, reflection and modeling.

Person Responsible

Robin Fish

Schedule

Biweekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Guiding questions, discussion board on canvas and the "PD to Practice" binder will show evidence of learning and reflection on the new practices.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Teachers will increase their facilitative teaching strategies which will increase rigor and relevance in their instruction. This will enable students to "own" their learning and process and think at higher cognitive levels.

Person Responsible

Hilda Martin

Schedule

Monthly, from 1/5/2015 to 5/29/2015

Evidence of Completion

Walk-through evidence and instructional observations will yield an increase in the number of DQ 3 and DQ 4 lesson sequences that are implemented. Student data on summative assessments will indicate a higher performance of students being proficient in reading and math units.

G2. If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2). 1

G041427

G2.B5 Student engagement and investment is low 2

B100361

G2.B5.S1 Develop and support staff understanding of a school wide "PACK Pride" program that includes desired dispositions of a Marlowe 21st century learner who is perseverant, accountable, caring and knowledge seeking. 4

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Strategy Rationale

Our student population lacked a growth mindset and demonstrated low levels of investment, motivation and engagement.

Action Step 1 5

Create a school wide awareness, understanding and implementation plan of the 4 dispositions incorporated into our PACK Pride initiative. (perseverance, accountability, caring and knowledge seeker)

Person Responsible

Hilda Martin

Schedule

On 6/2/2015

Evidence of Completion

Posters and t-shirts were displayed, matrices were developed for all areas of campus, literature bins with a school-wide schedule of reading was established for books emphasizing the 4 dispositions, the news show incorporated weekly spotlight clips focused on "PACK Pride" and "Howlers" and certificates were developed to celebrate students that were emulating the dispositions.

Action Step 2 5

Foster and develop a growth mindset in staff and students through training, awareness and the implementation of student data binders.

Person Responsible

Hilda Martin

Schedule

Daily, from 8/15/2014 to 5/29/2015

Evidence of Completion

Agenda, handouts and survey on growth mindset PD provided to staff. News show highlights and commercials. Student data binders that include goal setting and reflection. Observable measures in classrooms.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

PACK Pride dispositions and a growth mindset will be fostered and promoted school-wide.

Person Responsible

Hilda Martin

Schedule

On 6/2/2015

Evidence of Completion

PACK Pride visuals displayed around school, matrices defining dispositions and expectations for all areas of campus, literature read school-wide emphasizing the 4 dispositions, weekly news show clips on PACK Pride habits, "Howlers" and certificates distributed to celebrate students, growth mindset survey, student data binders that include goal setting and reflection are implemented in all classrooms, observable measures in classrooms.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Student engagement, motivation and self efficacy will increase with the implementation of a school-wide PACK Pride program.

Person Responsible

Hilda Martin

Schedule

On 6/2/2015

Evidence of Completion

Student engagement will be increased within the Gallup survey results and informal walk-through data. Student data binders will reflect increased student attainment of their learning goals.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	Master schedule is created to include a biweekly "PD to Practice" PLC for all instructional staff.	Martin, Hilda	8/4/2014	Master PD schedule.	8/15/2014 one-time
G1.B4.S2.A1	Learning club characteristics were defined and clarified for staff. Staff members organized themselves into self selected learning clubs according to the established criteria.	Fish, Robin	8/15/2014	Learning Club criteria and established learning clubs.	9/2/2014 one-time
G2.B5.S1.A1	Create a school wide awareness, understanding and implementation plan of the 4 dispositions incorporated into our PACK Pride initiative. (perseverance, accountability, caring and knowledge seeker)	Martin, Hilda	5/19/2014	Posters and t-shirts were displayed, matrices were developed for all areas of campus, literature bins with a school-wide schedule of reading was established for books emphasizing the 4 dispositions, the news show incorporated weekly spotlight clips focused on "PACK Pride" and "Howlers" and certificates were developed to celebrate students that were emulating the dispositions.	6/2/2015 one-time
G1.B4.S1.A2	"PD to Practice" learning sessions were implemented in 3 cycles. Cycle 1 focused on processing strategies, cycle 2 was "reading for meaning" which focused on critical thinking strategies, and cycle 3 addressed inductive reasoning strategies.	Fish, Robin	9/23/2014	Instructional staff will create a PD to Practice notebook capturing their learning and resources from the PD sessions. A Canvas course, PD to Practice, was created to house support resources, training materials and a discussion board.	5/26/2015 biweekly
G1.B4.S2.A2	A learning club structure will be used during the "PD to Practice" cycles in order to provide support for collaboration, reflection and modeling of newly learned strategies.	Fish, Robin	9/2/2014	Guiding questions, a Canvas discussion board and instructional staff notebooks will be used to document learning and reflection during the PD cycles.	5/26/2015 biweekly
G2.B5.S1.A2	Foster and develop a growth mindset in staff and students through training,	Martin, Hilda	8/15/2014	Agenda, handouts and survey on growth mindset PD provided to staff. News show highlights and commercials.	5/29/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	awareness and the implementation of student data binders.			Student data binders that include goal setting and reflection. Observable measures in classrooms.	
G1.B4.S1.A3	Implementation of the newly learned processing, critical thinking and inductive reasoning strategies will be monitored in lesson plans and classroom instruction.	Martin, Hilda	10/27/2014	Lesson plans created during PLCs will be housed on our staff Google Drive. Plans will be reviewed by administration for evidence of specific "PD to Practice" strategies to be included. PLC Facilitators will create "look fors" for informal walk-throughs to capture classroom implementation of those established strategies. Informal walk-throughs will be completed by administration and members of the PLC Facilitator team.	5/29/2015 monthly
G1.B4.S1.MA1	Teachers will increase their facilitative teaching strategies which will increase rigor and relevance in their instruction. This will enable students to "own" their learning and process and think at higher cognitive levels.	Martin, Hilda	1/5/2015	Walk-through evidence and instructional observations will yield an increase in the number of DQ 3 and DQ 4 lesson sequences that are implemented. Student data on summative assessments will indicate a higher performance of students being proficient in reading and math units.	5/29/2015 monthly
G1.B4.S1.MA1	A master calendar of PD has been set for the year and includes 3 cycles of learning.	Fish, Robin	8/26/2014	Learning clubs were created and documented. Agendas and training resources will be used and collected.	5/18/2015 biweekly
G1.B4.S1.MA2	School "PD to Practice" Canvas Course will house the PD resources, reflections and discussion blog.	Fish, Robin	8/26/2014	The discussion blog will be monitored and feedback will be provided. PD sessions will require staff to use resources and reflect within our Canvas course. Mind challenges will be included in the "weekly agenda" in order to increase teacher interaction with the Canvas site.	5/18/2015 biweekly
G1.B4.S1.MA3	Lesson plans and classroom observable measures will be defined for implementation of the newly learned strategies within the PD cycles.	Martin, Hilda	8/25/2014	PLC facilitators will define "classroom observable" measures and lesson plan expectations for implementation of the PD learning. Informal walkthrough teams will look for these measures as evidence within the classrooms.	5/18/2015 monthly
G1.B4.S2.MA1	Teachers will increase their facilitative teaching strategies which will increase rigor and relevance in their instruction. This will enable students to "own" their learning and process and think at higher cognitive levels.	Martin, Hilda	1/5/2015	Walk-through evidence and instructional observations will yield an increase in the number of DQ 3 and DQ 4 lesson sequences that are implemented. Student data on summative assessments will indicate a higher performance of students being proficient in reading and math units.	5/29/2015 monthly
G1.B4.S2.MA1	Learning Clubs are formed and established.	Fish, Robin	8/15/2014	Learning club criteria and groups established.	9/3/2014 one-time
G1.B4.S2.MA3	Learning club structure supports teachers in collaboration, reflection and modeling.	Fish, Robin	9/2/2014	Guiding questions, discussion board on canvas and the "PD to Practice" binder will show evidence of learning and reflection on the new practices.	5/26/2015 biweekly
G2.MA1	[no content entered]			one-time	
G2.B5.S1.MA1	Student engagement, motivation and self efficacy will increase with the implementation of a school-wide PACK Pride program.	Martin, Hilda	1/5/2015	Student engagement will be increased within the Gallup survey results and informal walk-through data. Student data binders will reflect increased student attainment of their learning goals.	6/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.MA1	PACK Pride dispositions and a growth mindset will be fostered and promoted school-wide.	Martin, Hilda	8/18/2014	PACK Pride visuals displayed around school, matrices defining dispositions and expectations for all areas of campus, literature read school-wide emphasizing the 4 dispositions, weekly news show clips on PACK Pride habits, "Howlers" and certificates distributed to celebrate students, growth mindset survey, student data binders that include goal setting and reflection are implemented in all classrooms, observable measures in classrooms.	6/2/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2).

G1.B4 4. Facilitative teaching strategies that allowed students to "own" learning and/or go through productive struggle were less common than directive teaching strategies.

G1.B4.S1 1. School-wide PD initiative, "PD to Practice," based on the Marzano Framework and Harvey Silver work, was developed and implemented to increase teacher knowledge and implementation of processing, critical thinking and inductive reasoning strategies.

PD Opportunity 1

"PD to Practice" learning sessions were implemented in 3 cycles. Cycle 1 focused on processing strategies, cycle 2 was "reading for meaning" which focused on critical thinking strategies, and cycle 3 addressed inductive reasoning strategies.

Facilitator

Robin Fish, Michelle Wainwright, Maikel Izquierdo, Charlene Brown, Hilda Martin

Participants

All instructional staff

Schedule

Biweekly, from 9/23/2014 to 5/26/2015

G1.B4.S2 PD structure will follow a learning club format that will provide staff members with opportunities to collaborate, model and reflect on their implementation of newly learned strategies.

PD Opportunity 1

A learning club structure will be used during the "PD to Practice" cycles in order to provide support for collaboration, reflection and modeling of newly learned strategies.

Facilitator

Robin Fish, Michelle Wainwright, Maikel Izquierdo, Charlene Brown and Hilda Martin

Participants

All instructional staff

Schedule

Biweekly, from 9/2/2014 to 5/26/2015

G2. If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2).

G2.B5 Student engagement and investment is low

G2.B5.S1 Develop and support staff understanding of a school wide "PACK Pride" program that includes desired dispositions of a Marlowe 21st century learner who is perseverant, accountable, caring and knowledge seeking.

PD Opportunity 1

Create a school wide awareness, understanding and implementation plan of the 4 dispositions incorporated into our PACK Pride initiative. (perseverance, accountability, caring and knowledge seeker)

Facilitator

Hilda Martin, Robin Fish, Marcie Risser, Michelle Wainwright, Jamey Shea, Sarah Peterson, Regena Sipiala

Participants

All Staff

Schedule

On 6/2/2015

PD Opportunity 2

Foster and develop a growth mindset in staff and students through training, awareness and the implementation of student data binders.

Facilitator

Hilda Martin, Robin Fish, Marcie Risser, Michelle Wainwright, Jamey Shea, Sarah Peterson, Regena Sipiala, Elivia Miller

Participants

All Staff

Schedule

Daily, from 8/15/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2).	700
Goal 2: If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2).	2,450
Grand Total	3,150

Goal 1: If teachers increase rigor and relevance by implementing processing, critical thinking and inductive reasoning strategies, then the average grade level proficiency will increase 15%ile points as measured by the FSA (3-5) and SAT (K-2).

Description	Source	Total
B4.S1.A2 - Harvey Silver Resources: Strategic Teacher, Reading for Meaning and Inferencing books were purchased for each team.	Title I Part A	600
B4.S1.A2 - Teacher Binders and handout resources.	General Fund	100
Total Goal 1		700

Goal 2: If we foster a growth mindset and build self efficacy in our staff and students then we will improve student outcomes in all content areas by 15%ile points in average grade level proficiency as measured by the FSA (grades 3-5) and SAT (K-2).

Description	Source	Total
B5.S1.A1 - PACK Pride posters	General Fund	500
B5.S1.A1 - Staff T-shirts with PACK Pride Logo	Other	600
B5.S1.A1 - Literature Bins	General Fund	500
B5.S1.A2 - Mindset Professional Development Resources	General Fund	400
B5.S1.A2 - Student binders		450
Total Goal 2		2,450