



MARLEY PARK

ELEMENTARY SCHOOL

Continuous Improvement Plan

<i>SCHOOL NAME:</i>	<u>Marley Park</u>
<i>PRINCIPAL'S NAME:</i>	<u>Jessica Felix</u>
<i>SCHOOL YEAR:</i>	<u>2019-2020</u>

Required Components:

Integrated Action Plan (IGA)
Professional Development Plan
Resource Plan

Marley Park Goal One

Principle 2 - Effective Teachers and Instruction
Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Primary Need:
Teachers need to unpack Arizona State Standards to plan rigorous and aligned instruction providing a guaranteed and viable curriculum for all students.

Root Cause:
Not all teachers understand their grade level state standards, and the depth of knowledge in which students need to perform at to reach mastery of content.

Needs Statement:
Teachers need to know their standards and understand how rigorous and aligned instruction will lead to deeper student understanding and performance.

Desired Outcome:
Teacher will unpack grade level standards and write aligned objectives at depth of knowledge level two or higher with aligned and rigorous instruction/activities.

SMART Goal:
All teachers at Marley Park will write and post daily objectives aligned to their grade level standards at a level DOK 2 or higher with aligned activities to increase student achievement measured by AzMerit achievement moving from 54% proficient and highly proficient in math to 59% proficient and highly proficient and 57% in ELA proficient and highly proficient to 62% proficient and highly proficient .

Strategy #1: West Ed Objective and Depth of Knowledge Professional Development	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>
Marley Park Leadership Team will roll out the West Edu training tailored to the needs of the staff. Pacing will be driven by the needs of the staff, and the readiness of teachers.	PD- WestEdu Overview for Staff, Depth of Knowledge Introduction	West Edu will be introduced, with the purpose and work that will take place throughout the year. Teachers will begin to explore DOK.	Admin and TLS	August 5th			Interrater reliability, common understanding form Admin and TLS.
	PD- Objectives and DOK	Teacher will look at written learning objectives and aligned DOK to the level of the objective.	Admin and TLS	August 12th			through data collections as well as PLC work with aligned objectives.
	PD- Alignment to Standards	Teachers will dive into upcoming standards, they will break these learning standards into incremental chunks, from there, objectives will be written to directly aligned to the state standards.	Admin and TLS	August 26th			Walkthrough data and PLC work with objectives at incremental chunks aligned to state standards.
	Data Collection and Feedback on aligned objectives and DOK	Are daily objectives aligned to grade level standards? Are the daily	Admin and TLS	Beginning the week of Aug 19th and on going			Collaborative/ calibrated data collection process utilizing the West Edu

		standards written at DOK 2 or higher?					Walk through protocol.
	Differentiated PD based on data collection and evidence, moving into DOK, Questioning, Aligning Activity and Aligned Assessments	As we work through the progression of WestEdu, we will be evaluating where teachers are in their knowledge and learning. We will offer differentiated PD based on teacher needs, to drive student learning to deeper levels.	Admin and TLS	Beginning as data collection shows that teacher and students are ready for more learning.			Student actions, observation data, classroom walkthroughs.
Strategy #2: West Ed Aligned Activities Professional Development Describe the Strategy (Narrative): Marley Park Leadership Team will train staff on aligned activities.	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>
	PD- WestEdu Aligned Activities	Admin and TLS will receive Professional development on aligned activities from WestEdu	Admin and TLS	TBD depending on teacher and student need			Interrater reliability, common understanding from Admin and TLS.
	PD - Alignment of Activities	Professional development will be provided for aligning student activity to objectives/standards.	Admin and TLS	TBD depending on teacher and student need			Walkthrough data collections as well as PLC work with aligned activities
	Data Collection and Feedback on aligned activities	Are the daily activities aligned to grade	Admin and TLS	TBD depending on teacher and student need			Collaborative/calibrated data collection

		level standards? Are the daily activities at the correct and aligned DOK?					process utilizing the West Edu Walk through protocol.
	Differentiated PD based on data collection and evidence	As we work through the progression of WestEdu, we will be evaluating where teachers are in their knowledge and learning. We will offer differentiated PD based on teacher needs, to drive student learning to deeper levels.	Admin and TLS	TBD depending on teacher and student need			Student actions, observation data, classroom walkthroughs.
Strategy #3: West Ed Aligned Assessments Professional Development	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>
Marley Park Leadership Team will train staff on aligned assessments that are administered to the entire grade level, analyzed to determine student mastery and used to guide instructional decisions and groups.	PD - West Edu Aligned Assessments, Student Data Analysis, Instructional Grouping based on data	Admin and TLS will receive Professional development on aligned Assessment from WestEdu	Admin and TLS	TBD depending on teacher and student need			Interrater reliability, common understanding form Admin and TLS.
	Data Collection and Feedback on aligned assessments - both in class and in PLC with student data	Are the assessments aligned to grade level standards? Are the assessments at	Admin and TLS	TBD depending on teacher and student need			Interrater reliability, common understanding form Admin and TLS.

		the correct and aligned DOK?					
	Data Collection and Feedback on analysis of student data to guide instructional decisions and groups	Is the analysis of assessments based on student learning, mastering of content? Is the analysis used to drive instructional decisions? Is the analysis used to guide instructional groups? Is the level of DOK evident in student work?	Admin and TLS	TBD depending on teacher and student need			Collaborative/ calibrated data collection process utilizing the West Edu Walk through protocol.
	Differentiated PD based on data collection and evidence	As we work through the progression of WestEdu, we will be evaluating where teachers are in their knowledge and learning. We will offer differentiated PD based on teacher needs, to drive student learning to deeper levels.					Student actions, observation data, classroom walkthroughs.

Strategy #3: West Ed Aligned Assessments Professional Development	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>
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	Data Collection and Feedback on analysis of student data to guide instructional decisions and groups	Is the analysis of assessments based on student learning, mastering of content? Is the analysis used to drive instructional decisions? Is the analysis used to guide instructional groups? Is the level of DOK	Admin and TLS	TBD depending on teacher and student need			Collaborative/ calibrated data collection process utilizing the West Edu Walk through protocol.

		evident in student work?					
	Differentiated PD based on data collection and evidence	As we work through the progression of WestEdu, we will be evaluating where teachers are in their knowledge and learning. We will offer differentiated PD based on teacher needs, to drive student learning to deeper levels.					Student actions, observation data, classroom walkthroughs.

Marley Park Goal Two

<p>Principle 5 - Conditions, Climate and Culture</p> <p>Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.</p> <p>(5.1 & 5.2)</p>	<p>Primary Need:</p> <p>(5.1 & 5.2) Staff needs to have common and high expectations for students at Marley Park, building mutual respect amongst students, staff and families.</p>
	<p>Root Cause:</p> <p>Common high expectations for all students are not practiced in all classrooms with all staff on campus.</p>
	<p>Needs Statement:</p> <p>Staff need to get to know their students, and set high expectations, holding each of their kids to high expectations with common language.</p>
	<p>Desired Outcome:</p> <p>Staff will work to build positive and meaningful relationships with students on campus, and set high behavioral expectations using common language for all students through PBIS.</p>

SMART Goal: By May 2020, PBIS expectations will be implemented with fidelity in each classroom and setting on campus. Evidence of this will be collected through positive referral data (base line data will be collected in 2019-2020), as well as a 10% decrease in behavior referrals, moving from 408 behaviors referrals in 2018-2019 to 367 or less during the 2019-2020 school year.

<p>Strategy #1: PBIS</p> <p>Staff will revise and restructure the PBIS expectations at Marley Park, a</p>							
	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>

<p>common understanding and language will be shared amongst staff and students.</p>	<p>PBIS Survey</p>	<p>A survey will be given to staff in Spring of 2019 to determine the focus of school wide expectations</p>	<p>PBIS Committee</p>	<p>April- May 2019</p>			<p>Committee work determined that STAR would be utilized.</p>
	<p>PBIS Summer Committee Meetings/ Work</p>	<p>The PBIS team will come together to create the PBIS handbook, revise the matrix and create the rollout plan for 2019-2020</p>	<p>PBIS Committee & Admin</p>	<p>June & July 2019</p>			<p>PBIS Matrix PBIS Handbook PBIS Rollout Plan</p>
	<p>PBIS Staff PD</p>	<p>Staff will receive a PBIS Rollout upon returning to the new school year.</p>					
<p>Strategy #2: PBIS Planned Teaching</p> <p>Teachers will have a rollout plan, and planned teaching will occur in each classroom for the first 6-8 weeks of school. This will establish a common language and support in ensuring that everyone on campus is receiving direct instruction on common expectations.</p>	<p><u>Action Step Title</u></p>	<p><u>Describe the Action Step (Narrative)</u></p>	<p><u>Person Responsible (Name and Organizational Role)</u></p>	<p><u>Timeline Begin-Completion Dates</u></p>	<p><u>ESSA Evidence Rating</u></p>	<p><u>Program/ Funding Tags</u></p>	<p><u>Data/Evidence to Collect</u></p>
	<p>PBIS Rollout Plan</p>	<p>A School wide rollout plan will be created to support teachers in daily planned teaching of PBIS expectations</p>	<p>PBIS Committee, Admin and Teachers</p>	<p>August- October</p>			<p>Evidence of planned teaching in classrooms, examples, and walkthrough data</p>
	<p>PBIS Daily Lessons</p>	<p>Daily Lessons will be created for teachers to</p>	<p>PBIS Committee and Admin</p>	<p>August- October</p>			<p>Lesson plan bank, lesson plans will reflect</p>

		use through the direct teaching					planned teaching
	Lesson Plan bank of ideas	A bank of lesson plans will be created for teacher to utilize as needed for additional support of skill and areas	PBIS Committee, Teacher additions	August- May			Shared folder with lesson plans and instructional resources.
	Announcements	Administration will create daily announcement clips, referring to the daily planned teaching to be added to the announcements.	Administration	August- October			Announcements that will be shared school wide.
<p>Strategy #3: Data collection and sharing.</p> <p>Data will be collected weekly highlighting the number of positive referrals that were submitted vs. the disciplinary referrals received. Monthly we will complete a staff data dig into the referral data and provide break out sessions based on trends that are being seen.</p>	<u>Action Step Title</u>	<u>Describe the Action Step (Narrative)</u>	<u>Person Responsible (Name and Organizational Role)</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/Funding Tags</u>	<u>Data/Evidence to Collect</u>
	Share weekly data on referrals both positive and disciplinary	Administration will include a table in the weekly bulletin highlighting the positive referrals and mentioning the number of disciplinary referrals that	Administration	August- May			Administration will collect and share this information with staff through the weekly bulletin.

		were submitted.					
	Monthly Data Dig	Monthly teachers will participate in a data dig, this will have teachers identifying hot spots, time and behaviors on campus that need more attention and planned teaching/ practice.	Administration, PBIS committee and staff	August- May See Professional Learning Calendar			Administration and the PBIS team will present data to teachers. This data will be collected through Infinite Campus and referral tracking.
	Choice Professional Development on PBIS strategies, as well as de escalation, preteaching, proactive strategies.	Choice professional development will support in the areas of need, driven by data collected. Some choice PDs might include strategies for de escalation, proactive and preventative prompting, reteaching skills and strategies etc.	Administration, TLS, PBIS Team	August- May See Professional Learning Calendar.			Referral data will drive the choice PDs. Referral type, time and location will drive the need.

Marley Park Goal Three

<p>Principle 5 - Family and Community Engagement</p> <p>Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.</p>	<p>Primary Need: (6.1 & 6.2) Parents and community need to feel welcomed and connected to the community school of Marley Park.</p>
	<p>Root Cause: Through the past few years, turn over in leadership has provided a lack of consistency, communication and built a trust issue with many families and community members.</p>
	<p>Needs Statement: Communication needs to be strong, family engagement needs to be heightened and parents/ community members need to feel welcomed at school events.</p>
	<p>Desired Outcome: Marley Park will partner with families, community members, PTA organization and other community partners to build a strong school connection where communication is readily available, and events are planned to include all stakeholders.</p>

SMART Goal:
By May of 2020, increase awareness of key processes aligned to safety, instruction and student expectations as measured by stakeholder surveys and participation rates.

Strategy #1: Weekly Communication	<u>Action Step Title</u>	<u>Describe the Action Step</u>	<u>Person Responsible</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/ Funding Tags</u>	<u>Data/Evidence to Collect</u>
	Teacher email blasts	All teachers at all grade levels will communicate weekly through email blasts in order to update parents on content, assignments and due dates for the week, upcoming events, school-wide news and PTA information.	Each classroom teacher	August 2019-May 2020			Weekly Email Blasts
	Administration Auto Dialer	Administration will send a weekly auto dialer to families, this will include a text message as well as an email attachment titled "This Week at Marley"	Administration Team	August 2019- May 2020			Weekly Dialers and Communication
Strategy #2: Monthly Communication	<u>Action Step Title</u>	<u>Describe the Action Step (Narrative)</u>	<u>Person Responsible (Name and Organizational Role)</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/ Funding Tags</u>	<u>Data/Evidence to Collect</u>
	Monthly Principal Newsletter	Principal will collaborate with teachers, and groups on	School Administration	September- May Monthly			Monthly Newsletter

		campus to create a monthly newsletter to share and send to parents. This will include upcoming events, school happenings and					
Strategy #3: Community Involvement	<u>Action Step Title</u>	<u>Describe the Action Step (Narrative)</u>	<u>Person Responsible (Name and Organizational Role)</u>	<u>Timeline Begin-Completion Dates</u>	<u>ESSA Evidence Rating</u>	<u>Program/ Funding Tags</u>	<u>Data/Evidence to Collect</u>
	Parent-Teacher Association (PTA)	Increasing membership by hosting quarterly meetings and monthly events.	Sara Bauler- PTA President	July 2019-May 2020		PTA, fundraising, events	PTA membership, PTA involvement, event participation.
	Young Entrepreneur Steering Committee	A committee of community members to support the roll out of the Young Entrepreneur	Steering Committee and	August 2019-May 2020		Young Entrepreneurs on campus collaborating with our	Meeting minutes, participation in activities, meetings and contribution of ideas.

		program at Marley Park and to connect entrepreneurs in the community with students and teachers.				signature program	
	Site Council	Monthly meeting with parent and teacher stakeholders to gather input and insight.	Site Council Members	August 2019-May 2020			Agenda and minutes form the meetings
	Schoolwide Events	Technology 101 Course Veteran's Day Assembly Gifted Expo Young Entrepreneur Expo Literacy night Arts and Music Showcase	All Staff	August 2019-May 2020			Agenda, flyers and sign in sheets from each of these events.
	Parent Teacher Conferences	Twice a year meetings between each parent/guardian and teacher to discuss student progress, celebrations and academic achievement.	All Certified Staff	October 2019 and February 2020			Communication, sign in sheets, email blasts informing parents of conferences.