



# MARLEY PARK

ELEMENTARY SCHOOL

## *Continuous Improvement Plan*

*SCHOOL NAME:* Marley Park  
*PRINCIPAL'S NAME:* Jessica Felix  
*SCHOOL YEAR:* 2020-2021

### *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 plan rigorous, and aligned instruction providing a guaranteed and viable curriculum for all students while engaging students at high levels of cognitive demand.

**Root Cause:**

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

**Needs Statement:**

Teachers need to know their standards and understand how rigorous and aligned instruction with high levels of engagement will lead to deeper student understanding and performance.

**Desired Outcome:**

Teachers will unpack grade level standards and write aligned objectives at depth of knowledge level two or higher with aligned and rigorous, engaging instructional activities.

**SMART Goal:**

In order to raise academic achievement as measured by AzMerit moving from 54% in proficient and highly proficient in 2019 math to 59% proficient and highly proficient and 57% in 2019 ELA proficient and highly proficient to 62% proficient and highly proficient at Marley Park, the following three academic SMART goals will be achieved:

- By May of 2021 all teachers at Marley Park will engage 85% of their students in authentic learning as evidenced by the Dysart Instructional Protocol
- By May of 2021, all teachers will write and post objectives at a DOK 2 or higher, aligned to grade level standards. Evidence will be collected using the Dysart Instructional Protocol.
- By May of 2021 85% of teachers will plan and facilitate activities that are aligned to the learning objective as measured by the Dysart Instructional Protocol.

<b>Strategy #1:</b> 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 continue with 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 rolled out, with the purpose and work that will take place throughout the year. Teachers will dive back into DOK in relation to FLVS.	Admin and TLS	August 2020			Interrater reliability, common understanding from 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 2020			Walkthrough 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	September 2020			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?	Admin and TLS	Beginning the week of Aug 30th and on going			Collaborative/ calibrated data collection process utilizing

		Are the daily standards written at DOK 2 or higher?					the West Edu Walk through protocol.
	Differentiated PD based on data collection and evidence, moving into DOK, Questioning, Aligning Activity, Engagement 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 teachers and students are ready for more learning.			Student actions, observation data, classroom walkthroughs.
<p>Strategy #2: West Ed Aligned Activities Professional Development</p> <p>Describe the Strategy (Narrative): Marley Park Leadership Team will train staff on aligned activities.</p>	<b><u>Action Step Title</u></b>	<b><u>Describe the Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Timeline Begin-Completion Dates</u></b>	<b><u>ESSA Evidence Rating</u></b>	<b><u>Program/Funding Tags</u></b>	<b><u>Data/Evidence to Collect</u></b>
	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 form 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 level standards? Are the daily activities at the correct and aligned DOK?	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.	Admin and TLS	TBD depending on teacher and student need			Student actions, observation data, classroom walkthroughs.
Strategy #3: West Ed Aligned Assessments Professional Development	<b><u>Action Step Title</u></b>	<b><u>Describe the Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Timeline Begin-Completion Dates</u></b>	<b><u>ESSA Evidence Rating</u></b>	<b><u>Program/ Funding Tags</u></b>	<b><u>Data/Evidence to Collect</u></b>
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 -	Are the assessments aligned to grade level standards?	Admin and TLS	TBD depending on teacher and student need			Interrater reliability, common understanding

	both in class and in PLC with student data	Are the assessments at the correct and aligned DOK?					form Admin and TLS.
	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.

	<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 - 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 the correct and aligned DOK?	Admin and TLS	TBD depending on teacher and student need			Interrater reliability, common understanding form Admin and TLS.
	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	As we work through the progression of					Student actions, observation data,

	collection and evidence	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.					classroom walkthroughs.
Strategy #4: West Ed Aligned Engagement Professional Development	<b><u>Action Step Title</u></b>	<b><u>Describe the Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Timeline Begin-Completion Dates</u></b>	<b><u>ESSA Evidence Rating</u></b>	<b><u>Program/Funding Tags</u></b>	<b><u>Data/Evidence to Collect</u></b>
Marley Park Leadership Team will train staff on engagements strategies that can be utilized to engage students at high levels of cognitive demand.	PD - West Edu engagement strategies for student success	Admin and TLS will receive Professional development on Engagement strategies from WestEdu	Admin and TLS	2019-2020 School Year			Interrater reliability, common understanding form Admin and TLS.
	PD- Engagement Strategies	Teachers will participate in professional learning opportunities where engagement strategies are embedded throughout. This will begin with virtual engagement strategies and move to COVID safe	Admin, TLS, Teacher Leaders, Leadership Team	August 2020/ ongoing through each PD on campus			Walkthrough data with interrater reliability from Admin and TLS.



		engagement strategies as students return to campus. At the end of each PD, the engagement strategies will be discussed as they were used to deliver content.					
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## Marley Park Goal Two

<b>Principle 5 - Conditions, Climate and Culture</b> 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. (5.1 & 5.2)	<b>Primary Need:</b> (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.
	<b>Root Cause:</b> Having common/ high expectations for all students is not practiced in all classrooms with all staff on campus.
	<b>Needs Statement:</b> Staff need to get to know their students, and set high expectations, holding each of their kids to high expectations with common language.
	<b>Desired Outcome:</b> 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 and will implement and practice Restorative Justice Strategies.
<b>SMART Goal:</b> By May 2021, PBIS expectations will be implemented with fidelity in each classroom and setting on campus. Staff will utilize Restorative Justice Practices in appropriate settings as evidenced by a decrease in the percent of total student population who receives an office referral moving from 14.6% in 2019-2020 to less than 10% in the 2020-2021 school year.	

<p>Strategy #1: PBIS</p> <p>Staff will roll out the PBIS expectations at Marley Park, a common understanding and language will be shared amongst staff and students.</p>	<p><b><u>Action Step Title</u></b></p>	<p><b><u>Describe the Action Step</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Timeline Begin-Completion Dates</u></b></p>	<p><b><u>ESSA Evidence Rating</u></b></p>	<p><b><u>Program/ Funding Tags</u></b></p>	<p><b><u>Data/Evidence to Collect</u></b></p>
	PBIS Survey	A survey will be given to staff in Spring of 2020 to determine the focus of school wide expectations	PBIS Committee	April- May 2020			Committee work determined that STAR would continue to be utilized.
	PBIS Summer Committee Meetings/ Work	The PBIS team will come together make changes to the PBIS handbook, revise the matrix and create the rollout plan for 2020-2021	PBIS Committee & Admin	June & July 2020			PBIS Matrix PBIS Handbook PBIS Rollout Plan
	PBIS Staff PD	Staff will receive a PBIS Rollout upon returning to the new school year.	PBIS Committee & Admin	August/ September 2020			Evidence of planned teaching in classrooms.
<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><b><u>Action Step Title</u></b></p>	<p><b><u>Describe the Action Step</u></b></p>	<p><b><u>Person Responsible</u></b></p>	<p><b><u>Timeline Begin-Completion Dates</u></b></p>	<p><b><u>ESSA Evidence Rating</u></b></p>	<p><b><u>Program/ Funding Tags</u></b></p>	<p><b><u>Data/Evidence to Collect</u></b></p>
	PBIS Rollout Plan	A School wide rollout plan will be created to support teachers in daily planned teaching of PBIS expectations	PBIS Committee, Admin and Teachers	August- October			Evidence of planned teaching in classrooms, examples, and walkthrough data
	PBIS Daily Lessons	Daily Lessons will be created for teachers to use through the direct teaching	PBIS Committee and Admin	August- October			Lesson plan bank, lesson plans will reflect 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 skilland 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.	Admin	August- May			Announcements that will be shared school wide.
Strategy #3: Restorative Justice Practices	<b><u>Action Step Title</u></b>	<b><u>Describe the Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Timeline Begin-Completion Dates</u></b>	<b><u>ESSA Evidence Rating</u></b>	<b><u>Program/ Funding Tags</u></b>	<b><u>Data/Evidence to Collect</u></b>
A focus group will begin learning and exploring restorative justice and practices that align to Restorative Justice strategies.	Book Study	Focus group will read <i>Hacking School Discipline</i> to gain a better understanding of Restorative Justice and the power it has in the school setting.	Admin, TLS, Focus Group	Spring 2020-Fall 2020			A Schoology Course will be set up to guide teachers/ committee through the book study, this will house ideas and strategies to refer back to.
	Restorative Practices in Tier 1	Teachers and staff who take part in the book study will begin to utilize strategies from Restorative	Focus Group	Fall 2020- Spring of 2021			Biweekly meetings, and check ins/ celebrations of strategies being utilized.

		Justice in their classrooms.					
	Restorative Justice Practices	Restorative Justice Practices will be shared with all staff weekly and modeled by administration	Admin	Fall 2020-Spring 2021			Weekly Bulletin, Announcements
<p>Strategy #4: 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>	<b><u>Action Step Title</u></b>	<b><u>Describe the Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Timeline Begin-Completion Dates</u></b>	<b><u>ESSA Evidence Rating</u></b>	<b><u>Program/Funding Tags</u></b>	<b><u>Data/Evidence to Collect</u></b>
	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 were submitted.	Admin.	August- May			Administration will collect and share this information with staff through the weekly bulletin.
	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.	Admin, 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,	Choice professional development	Admin.s, TLS, PBIS Team, Restorative	August- May See Professional Learning Calendar.			Referral data will drive the choice PDs.

	Restorative Justice strategies as well as de escalation, preteaching, proactive strategies.	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.	Justice Focus Group				Referral type, time and location will drive the need.
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### Marley Park Goal Three

<p><b>Principle 5 - Family and Community Engagement</b></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><b>Primary Need:</b> (6.1 &amp; 6.2) Parents and community need to feel welcomed and connected to the community school of Marley Park.</p> <p><b>Root Cause:</b> Through the past few years, turnover in leadership has provided a lack of consistency, communication and built a lack of trust with many families and community members.</p> <p><b>Needs Statement:</b> Communication needs to be strong, family engagement needs to be heightened and parents/ community members need to feel welcomed at school events.</p> <p><b>Desired Outcome:</b> 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>
<p><b>SMART Goal:</b> By May of 2020, increase awareness of key processes aligned to safety, instruction and student expectations as measured by stakeholder surveys and participation rates.</p>	

Strategy #1:	<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>
Weekly Communication	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 2020-May 2021			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 2020- May 2021			Weekly Dialers and Communication
Strategy #2:	<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>
Community Involvement	Parent-Teacher Association (PTA)	Increasing membership by hosting quarterly meetings and monthly events.	Sophia Buffington- PTA President	July 2020-May 2021		PTA, fundraising, events	PTA membership, PTA involvement, event participation.
	Young Entrepreneur Steering Committee	A committee of community members to support the roll	Steering Committee and	August 2020-May 2021		Young Entrepreneurs on campus	Meeting minutes, participation in activities, meetings and



		out of the Young Entrepreneur program at Marley Park and to connect entrepreneurs in the community with students and teachers.				collaborating with our signature program	contribution of ideas.
	Site Council	Monthly meeting with parent and teacher stakeholders to gather input and insight.	Site Council Members	August 2020-May 2021			Agenda and minutes from the meetings
	Schoolwide Events	Gifted Expo Young Entrepreneur Expo Literacy night Arts and Music Showcase	All Staff	August 2020-May 2021			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 2020 and February 2021			Communication, sign in sheets, email blasts informing parents of conferences.