



District School Board of Pasco County SIP Action Plan

	School: James M. Marlowe Elementary School			
	Initial Plan Development Date: 9/3/2013		Review Date: 9/9/2013	
	Review Date:	Review Date:	Review Date:	
	Review Date:	Review Date:	Review Date:	
Plan Barriers: lack of time within the contractual school day for grade level teams to plan for ELA, Math, Science, and Social Studies lack of knowledge in planning units with the "end in mind" using common core standards.		Strategies to Address Barriers: Barrier 1: A master schedule will be created that provides each grade level team 80 consecutive minutes each week dedicated to collaborative planning with 40 consecutive minutes on the four remaining days for additional planning. Barrier 2: • Grade Level facilitators will participate in a PLC training and will be provided ongoing support and professional development in building capacity with their team.		
Goal: Grade Level Teams will participate in weekly 80 minute collaborative planning sessions to plan for				
District Priority Support of Goal: <input checked="" type="checkbox"/> DistPrioritySupportofPLC <input checked="" type="checkbox"/> DistPrioritySupportofPGS <input checked="" type="checkbox"/> DistPrioritySupportofSBIL				
Goal Support Area: <input checked="" type="checkbox"/> AreaGoalSupportsELA <input checked="" type="checkbox"/> AreaGoalSupportsMath <input checked="" type="checkbox"/> AreaGoalSupportsScience <input checked="" type="checkbox"/> AreaGoalSupportsSTEM <input type="checkbox"/> AreaGoalSupportsCTE <input checked="" type="checkbox"/> AreaGoalSupportsSocialStudies <input type="checkbox"/> AreaGoalSupportsParentInvolvement <input checked="" type="checkbox"/> AreaGoalSupportsStudentEngagement				
Strategy Implementation				
Who?	What?	When?	Evidence?	
Action Step 1: Barrier 1: Administration Barrier 2: Administration, Instructional Coaches and District Trainers	Barrier 1: Create a master calendar that builds in 80 consecutive minutes of planning for each team weekly. Barrier 2: • Provide ongoing staff development in CCSS, MTSS and facilitation	Barrier 1: Weekly training and biweekly "Facilitator PLC" sessions	Barrier 1: • Master calendar• Rotating schedule for coverage• Minutes/Agendas from weekly planning schedules Barrier 2: • PLC Notebooks, Agendas and Minutes	
Plan Implementation Fidelity				
Who?	What?	When?	Evidence?	
Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?	
Barrier 1: Administration Barrier 2: Administration	Barrier 1: • Attendance at weekly collaborative planning sessions• Monitoring of Google Docs Platform for Team Work• Biweekly de-briefing sessions with facilitators Barrier 2: • Master calendar will ensure biweekly PLC facilitator sessions	Barrier 1: • Weekly attendance at Planning• Bi-weekly meetings with facilitators Barrier 2: • Biweekly	Barrier 1: • Documents on Google Docs PLC platform (agendas, plans, standards, etc.) Barrier 2: • Agendas and Minutes	

Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
Barrier 1: Administration Barrier 1: Teams Barrier 2: • Facilitators, Teams and Administration	Barrier 1: • Evidence of a guaranteed, viable standards-driven curriculum Barrier 1: • Collaborative Planning Rubric Barrier 2: • Self-reflections by facilitators on progress building capacity in team• Team reflection of growth using the Collaborative Planning Rubric	Barrier 1: • Routine walk-throughs looking for unified instruction of CCSS standards and instruction within each grade level team. that show team is teaching same Barrier 1: 3x a year (Beg- Sept., Mid- Jan. , End- May) Barrier 2: • 3x a year (Beg- Sept., Mid- Jan., End-May)	Barrier 1: • Walkthrough observation data (evidence of teachers teaching to the same standards)• Common Assessments Barrier 1: • Complete Collaborative Planning Rubric Barrier 2: • Evidence of team growth documented in the Collaborative Planning Rubric• Facilitator reflections indicating strengths and needs for Professional Development

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Plan Barriers: Lack of knowledge in instruction of cognitively complex tasks within the CCSS shifts in correlation to the application of complex tasks within DQ2, DQ3, DQ4 of the Marzano Framework. Lack of knowledge in using technology in building 21st century classrooms	Strategies to Address Barriers: Barrier 1: Administration, ICT, ITC, and Leadership Team will develop bi-weekly PLC sessions that will provide ongoing professional growth for all staff members in the CCSS Shifts and the Marzano Framework. Emphasis will be on developing cognitively complex tasks using the Lesson Segments DQ3 and DQ4 in the Marzano Framework. ICT and ITC will provide support through coaching, modeling, and mentoring. Barrier 2: Three classrooms will be identified as school models for 21st learning using iPad technology. These teachers. Administration, ICT, ITC will attend 3 summer PLC's focused on iPads to learn how to provide their students with resources on the iPads to use when developing cognitively complex tasks. These model classrooms will provide updates, reflections, and evidence of student learning using the iPads to all staff members. All staff members visiting these classrooms will provide reflections.
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Goal: Instruction will provide students with rigor and relevance through cognitively complex tasks.


District Priority Support of Goal: ☒ DistPrioritySupportofPLC ☒ DistPrioritySupportofPGS ☒ DistPrioritySupportofSBIL

Goal Support Area: ☒ AreaGoalSupportsELA ☒ AreaGoalSupportsMath ☒ AreaGoalSupportsScience ☐ AreaGoalSupportsSTEM ☐ AreaGoalSupportsCTE ☒ AreaGoalSupportsSocialStudies ☐ AreaGoalSupportsParentInvolvement ☒ AreaGoalSupportsStudentEngagement

Strategy Implementation			
Who?	What?	When?	Evidence?
Action Step 1: Barrier 1: Administration, ICT, ITC, Instructional Staff Barrier 2: Administration, District Support, 3 Identified Classroom Teachers	Barrier 1: • Create an action plan for 2012-13 professional development on developing rigor and relevance through cognitively complex tasks Barrier 2: • Attend 3 summer trainings on using iPad as an integral component of classroom instruction • iPad PLC	Barrier 1: • Bi-Weekly PLC's for all instructional staff members Barrier 2: • June-July • monthly iPad PLC	Barrier 1: • Bi-Weekly Staff PLC (Fuel) Agenda • Staff Reflections • Classroom instruction • Common formative and summative assessments, student work samples Barrier 2: • Attendance at all sessions • Classroom use of Ipad technology

Plan Implementation Fidelity			
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Person Who completes the implementation fidelity monitoring?	The method by which strategy implementation fidelity is monitored.	Date by which monitoring begins and ends	How you will know that implementation fidelity monitoring has occurred?
Barrier 1: Administration, ICT, ITC Barrier 2: Admininstration	Barrier 1: • Attendance and participation at bi-weekly PLC's • Staff Reflections Barrier 2: • iPad PLC's with classroom teachers who are modeling iPad instruction	Barrier 1: • Bi-weekly PLC for 2013-2014 that is designed to model rigor and relevance through cognitively complex task Barrier 2: • Monthly	Barrier 1: • PLC Agenda, materials, resources provided. • Implementation of of strategies in planning and classroom instruction. Barrier 2: • Walkthrough observation data • PLC agendas and planning documents

Plan Strategy Effectiveness			
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Barrier 1: Administration Barrier 2: Administration	Barrier 1: • Evidence of classroom application and routines engaged in cognitively complex tasks Barrier 2: • Evidence of 21st century learning skills using iPads as a means to promote higher order thinkers and problem solvers	Barrier 1: • Routine walk-throughs Barrier 2: • Routine walkthroughs	Barrier 1: • Walkthrough observation data • Documents on Google Docs PLC Platform detailing complex tasks as part of instruction • Deliberate Practice and Professional Growth System Barrier 2: • Walkthrough observation data

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Plan Barriers: Lack of consistency in identifying, mentoring, and progress monitoring students with academic, behavioral, and/or attendance needs. Lack of time to provide students needing academic interventions.		Strategies to Address Barriers: Barrier 1: Administration, Guidance Counselor, Drop-Out Prevention Teacher, and Instructional Coaches will develop a protocol that provides a school-wide systemic way of identifying students with academic, behavioral, and/or attendance needs. This system will also include classroom instruction and coaching, celebrating success, and parent awareness. One Guidance Counselor, funded by the Caring Schools Grant, will also collaboratively work with staff members to support this systemic school-wide plan. Barrier 2: The master schedule will allocate each grade level team 30 minutes for ELA interventions that is outside of the 90 minute ELA block. This specified time, "Pack Time" will occur for all grade level teams during the first half hour of the day, enabling all staff members to support each team.	
Goal: Develop a protocol for students in need of academic, behavioral, and attendance supports.			
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Strategy Implementation			
Who?	What?	When?	Evidence?
Action Step 1: Barrier 1: Administration, Guidance Counselors, Drop-Out Prevention, Teachers, ICT, ITC Barrier 1: Administration, Student Success Team Barrier 2: Administration, Student Support Team and Instructional Staff	Barrier 1: • Develop a school-wide systemic plan that identifies students with academic, behavioral, and/or attendance needs • Track student progress • Implement goal setting • Begin student/staff mentoring program • Celebrate success on bulletin board, news show and newsletter. Barrier 1: • Educate and promote parent awareness on attendance and academic and behavioral expectations Barrier 2: • Create a master schedule that has 30 minutes allocated for "Pack Time" for all grade levels • Assign support staff (Specials, ICT, ITC, Success Teachers) to specified grade levels for support • Identify specified intent of intervention time and needs of students	Barrier 1: • Monthly data reviews • Weekly "Beat the Bell" celebrations • Monthly Popcorn Celebrations for Attendance Barrier 1: Quarterly Barrier 2: • Daily implementation of "Pack Time"	Barrier 1: • Systemic school-wide plan/program • Bulletin Boards and Recognition Barrier 1: • Parent and Family Event invitations, sign-in sheets and agendas • Parent Surveys Barrier 2: • Walkthroughs • Progress Monitoring Data • TBIT/SBIT minutes and documents

Plan Implementation Fidelity			
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Barrier 1: Administration Barrier 1: Administration Barrier 2: Administration	Barrier 1: • Ongoing, consistent data reviews for attendance, behavior and academic progress Barrier 1: • Master Calendar of planned parent events Barrier 2: • TBIT (Den) Meeting • Daily instructional routines in "Pack Time"	Barrier 1: • Quarterly Barrier 1: • Quarterly Barrier 2: • Bi-weekly TBIT (Den) meetings • Routine walk-throughs during "Pack Time"	Barrier 1: • Student Success Problem Solving PLC and Data Reviews Barrier 1: • Attendance at each Parent Events • Parent surveys Barrier 2: • Progress monitoring documentation from tiered levels of support during grade level "Pack Time" and TBIT (Den) Meetings
Plan Strategy Effectiveness			
Who?	What?	When?	Evidence?
Person Who completes the strategy effectiveness monitoring?	The method by which plan strategy effectiveness is monitored.	Date by which monitoring begins and ends	How you will know that strategy effectiveness monitoring has occurred?
Barrier 1: Administration Barrier 1: Administration Barrier 2: Administration	Barrier 1: • Track and monitor student attendance and behavior data • Track and monitor academic data Barrier 1: • Track Parent Involvement participation Barrier 2: • Evidence of effective tiered levels of support provided for students.	Barrier 1: • Quarterly Barrier 1: • Quarterly Barrier 2: • Quarterly review of grade level Reading Data. • Bi-weekly SBIT meetings.	Barrier 1: • Documentation on progress monitoring components for students identified with academic, behavioral, and/or attendance needs Barrier 1: • Sign in sheets • Parent Surveys Barrier 2: • Walk-through observation data during "Pack Time" (evidence of teachers providing appropriate tiered levels of support) • Grade Level Data indicating student growth and matched support for tiered levels of need.

State Requirements

- 1 Do you have a dropout prevention and academic intervention program? If yes, a goal must be included in the SIP, Please Describe the Goal and the plan below:

Yes: Our Drop Out Prevention teacher will work collaboratively with administration and staff to create a systematic way of monitoring, mentoring and tracking progress for students with attendance, behavioral and academic needs. In addition they will be involved in the planning and implementation of parent events focused on student engagement.

- 2 Grades 6-12: Every Teacher Contributes to Reading Improvement. Describe how the school ensures every teacher contributes to the reading improvement of every student.

- 3 College and Career Readiness: How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Professional Development/PLCs will be focused on building staff capacity in the CCSS, implementation of complex tasks and 21st century skills. The Marzano framework will be used to ensure effective instructional strategies and methods that allow students to learn at higher levels.

- 4 How does the school promote academic and career planning, including advising on course selections so that each student's course of study is personally meaningful?

- 5 Grades 9-12: Describe strategies for improving student readiness for the public postsecondary level based on the annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C. (<http://data.fldoe.org/readiness/>).

- ☒ Student performance data were used in developing objectives of the school improvement plan. [(6)].Section 1008.22, F.S. (Student assessment program for public schools)
- ☒ Include goals to address achievement gap of one or more student subgroups. Section 1001.42, F.S.(Powers and duties of district school board)
- ☐ Include goals to address significant graduation rate gaps of one or more student subgroups when compared to the state's graduation rate. Section 1001.42, F.S.(Powers and duties of district school board)
- ☒ Ensure the SAC is in compliance and assisted in the preparation and evaluation of the school improvement plan required pursuant to s. 1001.42(18).[2] Section 1001.452, F.S. (District and school advisory councils)
- ☐ Guiding principles for secondary school redesign are used in the annual preparation of each secondary school improvement plan. [(2)(a)-(j)].Section 1003.413, F.S. (Florida Secondary School Redesign Act)
- ☒ Each school that establishes a dropout prevention and academic intervention program at that school site must reflect the program in its school improvement plan. [(2)(b)].Section 1006.53, F.S. (Dropout prevention and academic intervention)
- ☐ High schools must develop strategies to improve student readiness for the public postsecondary level based on annual analysis of the feedback report data. [(4)].Section 1008.37, F.S. (Postsecondary feedback of information to high schools)
- ☒ The school improvement plan was developed collaboratively and focused on enhanced and differentiated instructional strategies to engage students, increased opportunities for professional collaboration among and between teachers and all students, and increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.NULL[(3)(a)].Section 1012.98, F.S. (School Community Professional Development Act)
- ☒ School leaders generated a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan. [(2)(b)2.a].Rule 6A-5.080, F.A.C. (Florida Principal Leadership Standards)
- ☒ Enter your electronic Signature (The UserID you used to login to this stie and your Employee ID) below to certify that these requirements are included in the School Improvement Plan for Your School.