



2018-2020
Continuous School Improvement Plan
for Glenn C. Marlow Elementary
School

Approved by majority vote on November , 2018

A handwritten signature in black ink, appearing to read "John E. Hart III".

Mr. John E. Hart III, *Principal*

A handwritten signature in black ink, appearing to read "Susan J. Phillis".

Mrs. Susan Phillis, *SILT Chairperson*

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Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- Henderson County [School Board Policy 3430](#)
- Henderson County Public Schools Strategic Plan
- Henderson County Public Schools Technology Plan
- NC Accountability Model & ESSA
- AdvancED School Accreditation Standards

School Improvement Team Membership

| Team Member Name | Position | Date Elected |
|----------------------|-------------------------------|---------------|
| John E. Hart III | Principal | Aug. 16, 2018 |
| Megan Alessi | Assistant Principal Intern | Aug. 16, 2018 |
| Dina Waxman | Media Coordinator, Secretary | Aug. 16, 2018 |
| Lindsay Davis | Counselor | Aug. 16, 2018 |
| Shannon Marlowe | Central Office Representative | Aug. 16, 2018 |
| Megan Sanchez | Instructional Coach | Aug. 16, 2018 |
| Susan Phillis | Reading Specialist | Aug. 16, 2018 |
| Kelli Queen | KI Teacher | Aug. 16, 2018 |
| Teresa Andress | 1st Teacher | Aug. 16, 2018 |
| Patty Sevenz-Coleman | 2nd Teacher | Aug. 16, 2018 |
| Rachel Ems | 3rd Teacher | Aug. 16, 2018 |
| Karen Whiting | 4th Teacher | Aug. 16, 2018 |
| Jessica Hudgins | 5th Teacher | Aug. 16, 2018 |
| Sheri Todd | EC Teacher | Aug. 16, 2018 |
| Bryan Vaughn | Specialist | Aug. 16, 2018 |
| Beth Spray | Instructional Assistant | Aug. 16, 2018 |
| Sheena Greiner | PBIS Representative | Aug. 16, 2018 |
| Brandi Laughter | Title 1 Parent Representative | Aug. 16, 2018 |

The membership of our School Improvement Team was elected on November , 2018.

The School Improvement Plan was approved by secret ballot vote on November , 2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement

Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle

The success of a child is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' Core Values

We are here for the children we serve.

- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement

Each child will achieve success.

School Mission Statement

Glenn C. Marlow Elementary School will provide each student the opportunity to learn and the encouragement to succeed in an engaging and safe environment. In partnership with family and community, we respect the individual and nurture the potential of each child.

School Beliefs (Core Values)

- Every child has the potential to learn. Every child can succeed.
- School is a safe, nurturing and comfortable environment.
- Each child is a valued individual and will be embraced and accepted regardless of cultural differences, beliefs, attitudes, or abilities.
- Teachers, staff, administrators, parents, students, and community members share in the responsibility for providing a supportive learning environment within our school.
- Commitment to continuous improvement empowers students to become confident, self-directed, lifelong learners.

School Profile & Narrative Summary

Glenn C. Marlow Elementary School serves students in the Pre-K through fifth grade years and is located in the northern part of Henderson County. Marlow is fortunate to have strong support from parents and the surrounding community as evidenced by the active PTO as well as ongoing business partnerships. Our namesake, Mr. Glenn C. Marlow, stood for student-centered education with a strong emphasis on citizenship. Our school respects his legacy by embracing a set of core values we call the “Marlow High Five.” We expect all members of our school community to be responsible, respectful, kind, safe and mindful.

After an off-site work session in July 2010, our School Improvement Team (SIT) agreed upon a new vision statement – Each child will achieve success. You will find that statement posted in every classroom, and hear it communicated often. As we brainstormed goals for the School Improvement Plan (SIP), we examined multiple data sources. These sources included: State and Local Assessment data, NSSE survey data, NC Teacher Working Conditions Survey, Glenn Marlow School discipline data, Glenn Marlow School accident and safety data, school retention data, and anecdotal data reported from SIT observations. Our goals reflect four categories: academic excellence, school safety, staff retention and development, and increased community engagement.

After identifying and reaching consensus on our goals, the SIT members worked to develop measurable objectives and subsequent strategies to help us achieve our goals.

Academically, we want to **achieve** an End of Grade performance composite at or above 87.0%. Our school wide focus will be on differentiation of instruction and enrichment. We will seek instructional strategies to reach our highest achieving students while continuing to implement a more efficient MTSS/Tier process that supports our struggling students. Our updated plan focuses on tracking student growth using EVAAS, benchmark assessments, NC Check ins, Reading 3D, and iREADY math. We provide a nurturing learning environment and implement strategies that embrace the philosophy of a positive behavior system. We teach students expected behaviors across multiple settings, and reward students when they meet those expectations. We strictly enforce existing rules and procedures for school safety such as visitor sign-in and quick and effective response to emergencies and safety drills, all providing a safe and secure campus.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

This year, Henderson County Public Schools invested in the iReady Math Diagnostic program. Every student at Glenn Marlow is expected to use iReady as a diagnostic tool to measure their ability and growth in math by providing age/ability type lessons and diagnostics. Students are expected to spend on average 45 minutes each week using iReady, and teachers can use the iReady diagnostic tool to create sub-groups of students, guiding their small group instruction that is tailored towards their specific needs. Teachers also have access to the iReady Teacher Toolbox, a great source of instructional materials to support math.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), Glenn Marlow Elementary School, like most elementary schools across the state, struggles to provide minimal planning time for certified staff. Additional staffing would make planning time and scheduling more feasible. For example, additional instructional assistants, a full-time media assistant, full-time art **and** music teachers, and a foreign language teacher would make for more equitable scheduling. For the 2018-2019 school year, all grade level teams and specialists have duty free/protected planning time. Further, all teachers have some additional planning time after school, but often that must be dedicated to parent conferences, staff meetings, committee meetings, and IEP meetings. Glenn C. Marlow Elementary teachers work extremely hard and make the best of their limited planning time; it is hard for them to imagine the 90-minute daily blocks afforded to middle and high school teachers. Increasing the district budget for staffing would help our school to schedule additional planning time for certified staff.

Duty Free Lunch

Our response to the decision was made by our SIT to continue using our non-certified staff as **instructional** assistants. It is the responsibility of the classroom teacher to actively supervise his/her class at lunch.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: Glenn C. Marlow Elementary LEA Number: 450 School Number: 339

Building-Level Waiver Information

Please insert the waiver you are requesting:

When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.

Identify the law, regulation or policy from which you are seeking an exemption:

General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education

Please state how the waiver will be used.

There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.

Please state how the waiver will promote achievement of performance goals.

While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](#), we take steps at our school to resolve conflict. Our specific strategies include:

- a school-wide positive behavior structure, the Marlow High Five, that teaches and incentivizes the five characteristics most valued: Safe, Kind, Respectful, Responsible, and Mindful
- a referral process through our student-support intervention team that we call ATACT (A Tier And Care Team), which identifies and refers students who need conflict resolution, anger management, and other emotional and social support services
- social groups and counseling for anger management, social skills, conflict resolution and other needs
- counseling and mediation as needed for students in conflict

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In:



Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

H - In the area of Human Resources, we plan to:

- Retain 100% of teachers and staff
- Show a 5% increase in staff members pursuing continuing education, certifications, National Board achievement and renewals.

C - In the area of Community and Family Engagement, we plan to:

- Increase stakeholders' engagement in Marlow community events by 5%, encouraging each family to participate in at least one event during the school year.
- Increase the number of events offered for families new to Marlow by 50%.

P - In the area of Personalized Learning, we plan to:

- 87% of Glenn C. Marlow students will meet or exceed expected growth on all state/district assessments.
- Meet all AMO's (Annual Measurable Objectives) and receive the highest school designation as determined by school performance grades.

S - In the area of Safe and Nurturing Environments, we plan to:

- Provide a safe, orderly, and nurturing learning environment as indicated by a 5% improvement on parent, teacher, and student survey responses.
- Train 100% of the staff in Mental Health First Aid over the next two years.

Area One Goals: Human Resources

Human Resource Goal One:

Glenn C. Marlow will retain 100% of teachers and staff

Strategies to Achieve this Goal:

- Mentors for new teachers (beginning teachers as well as new to Marlow)
- Build community within the staff by offering social events for all staff members on and off campus.
- Increase leadership opportunities within the school

Measure of Success:

- 100% of the current Marlow Staff returns to teach and returns to Marlow. Exceptions allowed for moves, retirement, reduction in force.
- Increase positive results on TWCS by 2%, specifically in the areas of Professional Development, School Leadership, Time, and Instructional Practices and Support.

Persons Responsible

Administration, Staff, School Improvement and Leadership Committee (SILT)

Target Date:

June, 2020

Human Resource Goal Two:

Glenn C. Marlow will show a 5% increase in staff members pursuing continuing education, certifications, National Board achievement and renewals.

Strategies to Achieve this Goal:

- Mentor teachers for BTs (Beginning Teachers) and new staff
- Strong collaborative PLCs
- Increase leadership opportunities at Marlow
- Offer a support group for those pursuing National Boards or renewal

Measure of Success

Increase in staff participation in continuing education opportunities (National Boards, Masters, additional certifications)

Persons Responsible

Staff, Administration, Instructional Staff, Central Office / Support Staff

Target Date:

June, 2020

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

Increase stakeholders' engagement in Marlow community events by 5%, encouraging each family to participate in at least one event during the school year.

Strategies to Achieve this Goal:

- Invitations to these events through the Marlow Monday Message, apps, teacher tools (e.g. Bloomz), Friday folders, flyers
- Offer events during the school day and evenings including Meet the Teacher, Pumpkin Lighting/Open House, STEM Night, two Book Fair Family Nights, Thanksgiving and Christmas lunches, Boo-Hoo Breakfast
- Provide incentives and learning opportunities for students and families

Measure of Success:

- Survey families for participation
- Tabulate family participation by tracking school day events using visitor sign in records.
- Positive feedback from students, parents, and community members

Persons Responsible

Staff, SILT, Parent Teacher Organization (PTO), Science Technology Engineering and Math (STEM) Committee, Administration, Media Coordinator

Target Date:

June, 2020

Community and Family Engagement Goal Two:

Glenn C. Marlow will increase the number of events offered for families new to Marlow by 50%.

Strategies to Achieve this Goal:

- Coordinate with PTO to provide two school events each year.
- Administration and support staff communicate with faculty to identify new families

Measure of Success:

- Positive feedback from students and family members
- Increase in participation in events

Persons Responsible

Staff, PTO, Administration

Target Date:

June, 2020

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

87% of Glenn C. Marlow students will meet or exceed expected growth on all state/district assessments.

Strategies to Achieve this Goal:

- Small group instruction
- Common planning time
- PLCs
- Effective instructional strategies
- Response to intervention (“Roots and Wings”)
- Designing and implementing instruction based on student data

Measure of Success:

- EVAAS growth scores
- EOG results
- Reading 3D assessment data
- Quarterly benchmarks and NC Check ins
- iREADY math diagnostic

Persons Responsible

Students, Staff, Parents, Administration

Target Date:

June, 2020

Personalized Learning Goal Two:

Glenn C. Marlow will meet all AMO’s (Annual Measurable Objectives) and will receive the highest school designation as determined by school performance grades.

Strategies to Achieve this Goal:

- Small group instruction and interventions
- Data driven subgrouping
- Response to Intervention Roots & Wings
- Research based instructional strategies

Measure of Success:

- Growth grade in AMO’s

Persons Responsible

Students, Staff, Parents, Administration

Target Date:

June, 2020

Area One Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

Glenn C. Marlow will provide a safe, orderly, and nurturing learning environment as indicated by a 5% improvement on parent, teacher, and student survey responses.

Strategies to Achieve this Goal:

- Safe Schools Committee
- Create a student safety survey and a student led Safety Committee
- Comprehensive Safe schools plan
- Increased number of lock down drills (with and without students)
- Update the emergency plan
- Communicate parent safety practices created by the Safe School Committee
- Utilization of local law enforcement

Measure of Success:

- 100% of staff wearing badges
- 100% of visitors will sign in at the front office when entering the school building
- 10% increase in satisfactory ratings of parent and student school-designated surveys
- 5% decrease in office referrals

Persons Responsible

Staff and Administration

Target Date:

June, 2020

Safe and Nurturing Environments Goal Two:

Glenn C. Marlow will train 100% of the staff in mental health support over the next two years.

Strategies to Achieve this Goal:

- Utilize half days designated for Professional Development
- Mental Health Moment' presentations in staff meetings. These are short presentations that are facilitated by our Guidance Counselor, covering a range of topics in Mental Health that our students may be struggling with.
- Develop a plan to increase staff awareness of individual student needs
- Central Office will provide Mental Health First Aid training

Measure of Success:

- 100% of staff will participate and become trained.

Persons Responsible

Staff, Parents, Administration, Central Office Staff

Target Date:

June, 2020

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

At Glenn C. Marlow Elementary School, we understand that data is a key component to continuous improvement and success. Whether looking at our data as a staff, School Improvement Committee, grade level PLCs, or individual teachers, we value and reflect on our data to make decisions that best meets the needs of our students.

Below is a collection of data that has been reviewed/will be reviewed over the course of the year: (click on the link to access the documents)

Cohort Proficiency Data

ELA (Levels 3, 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 3 | 79.1 | 84.9 | 81.5 | 81.0 |
| Grade 4 | 81.0 | 83.1 | 80.5 | 84.5 |
| Grade 5 | 82.0 | 84.0 | 77.8 | 75.7 |

ELA (Levels 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 3 | 67.0 | 70.8 | 76.1 | 66.7 |
| Grade 4 | 78.6 | 75.3 | 65.5 | 76.3 |
| Grade 5 | 70.8 | 76.5 | 64.4 | 61.7 |

Math (Levels 3, 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 3 | 87.9 | 87.7 | 87.0 | 89.3 |
| Grade 4 | 89.3 | 84.4 | 83.2 | 81.4 |
| Grade 5 | 91.0 | 92.6 | 87.8 | 84.1 |

Math (Levels 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 3 | 75.8 | 81.1 | 82.6 | 85.7 |
| Grade 4 | 86.9 | 81.1 | 77.9 | 76.3 |
| Grade 5 | 88.8 | 90.1 | 83.3 | 80.4 |

Science (Levels 3, 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 5 | 92.1 | >95 | 90.0 | 90.7 |

Science (Levels 4 and 5)

| Grade Level | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|-------------|---------|---------|---------|---------|
| Grade 5 | 83.1 | 90.1 | 83.3 | 84.1 |

[2018 North Carolina Teacher Working Conditions Survey Results](#)

EVAAS Data (Not available yet)

2017 - 2018 EOG Proficiency Data

ELA

| Grade Level | Grade Level Proficient | Change from '16-17 |
|--------------------|------------------------|--------------------|
| Grade 3 | 81% | -0.5% |
| Grade 4 | 84.5% | +4.0% |
| Grade 5 | 75.7% | -2.1% |
| Overall Grades 3-5 | 80.2% | +0.2% |

Math

| Grade Level | Grade Level Proficient | Change from '16-17 |
|--------------------|------------------------|--------------------|
| Grade 3 | 89.3% | +2.3% |
| Grade 4 | 81.4% | -1.8% |
| Grade 5 | 84.1% | -3.7% |
| Overall Grades 3-5 | 84.7% | -1.1% |

Science

| Grade Level | Grade Level Proficient | Change from '16-17 |
|-------------|------------------------|--------------------|
| Grade 5 | 90.7% | +0.7% |

Science Breakdown

| Students Proficient | Total Students | Grade Level Proficient |
|---------------------|----------------|------------------------|
| 97 | 107 | 90.65% |