

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 6254 School Name: NEWLON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/TCAP, CoAI/TCAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 <sup>th</sup> percentile by using 1-year or 3-years of data	R	71.65%	-	-	48.05%	-	-	Overall Rating for Academic Achievement: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	58.87%	-	-	
		W	53.52%	-	-	38.53%	-	-	
		S	47.53%	-	-	13.92%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/TCAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Exceeds * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	57	-	-	73	-	-	
		M	62	-	-	62	-	-	
		W	65	-	-	74	-	-	
ELP	36	-	-	62	-	-			

Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p><b>Description:</b> Growth for reading, writing and math by disaggregated groups.</p> <p><b>Expectation:</b> If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p style="text-align: center; color: blue;">Exceeds</p> <p><small>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</small></p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p style="text-align: center;">-</p>
	<p>Disaggregated Graduation Rate</p> <p><b>Expectation:</b> at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p><b>Expectation:</b> At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p><b>Expectation:</b> At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: <a href="http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp">http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp</a> . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
<b>ESEA and Grant Accountability</b>			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

**Section II: Improvement Plan Information**

Directions: This section should be completed by the school or district.

**Additional Information about the School**

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	A to Z Grant, 21 <sup>st</sup> Century Grant
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	No
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	No

**Improvement Plan Information**

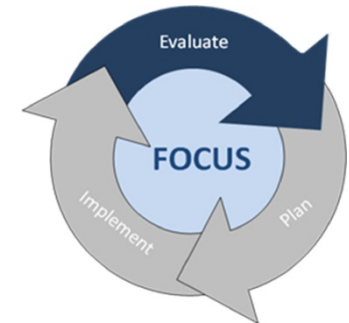
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability   
  Title IA (Targeted Assistance or Schoolwide)   
  Title I Focus School   
  Tiered Intervention Grant (TIG)  
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant   
  Other: \_\_\_\_\_

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Kelli Varney
	Email	<a href="mailto:Kelli_varney@dpsk2.org">Kelli_varney@dpsk2.org</a>
	Phone	720-424-5150
	Mailing Address	361 Vrain Street, Denver, CO, 80219
2	Name and Title	Heather Walton
	Email	<a href="mailto:Heather_walton@dpsk2.org">Heather_walton@dpsk2.org</a>
	Phone	720-424-5150
	Mailing Address	361 Vrain Street, Denver, CO, 80219

**Section III: Narrative on Data Analysis and Root Cause Identification**

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



**Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets**

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)		Yes the targets were met in Reading, Writing and Mathematics.	A considerable amount of work was done as a whole staff analyzing what students were asked to do at each grade level. After the data was analyzed it was obvious that some changes were necessary. There are areas where instruction overlaps and other areas where instruction is not being addressed. Therefore there is a need to align what students are expected to know and be able to do throughout their experience at Newlon.
Academic Growth		Yes, all targets were exceeded.	
Academic Growth Gaps	N/A		
Post Secondary Readiness	N/A	N/A	

**Worksheet #2: Data Analysis**

**Directions:** This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	<p>According to TCAP Reading all students at Newlon from 2008-2012 the percent of students P or above (34, 30, 37, 36, 48) From 2008 the increase is 12% but still below the state expectation of 72%.</p> <p>According to TCAP Science all 5th graders at Newlon from 2008-2012 the percent of students P or above (7%, 6%, 13%, 8%, 13%) From 2008 the increase is 6% but still below the state expectation of 47%.</p> <p>According to TCAP writing all students at Newlon from 2008-2012 the percent of students P or above (20%, 21%, 21, 22, 39) From 2008 the increase is 17% but still below the state expectation of 53%.</p> <p>According to TCAP Math all students at Newlon from 2008-2012 the percent of students P or above (49, 55, 60, 48, 58) From 2008 the increase is 9% but still below the state expectation of 70%.</p>	<p>According to TCAP Reading all students at Newlon from 2008-2012 the percent of students P or above (34%, 30%, 37%, 36%, 48%) From 2008 the increase is 12% but still below the state expectation of 72%. In Writing from 2008-2012 the percent of students P or above (20%, 21%, 21%, 22%, 39%) From 2008 the increase is 17% but still below the state expectation of 53%. In Math from 2008-2012 the percent of students P or above (49%, 55%, 60%, 48%, 58%) From 2008 the</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
		increase is 9% but still below the state expectation of 70%.	
Academic Growth	<p>The MGP for all students at Newlon in Writing between 2008-2012 (39.5, 52, 53, 46, 74) The MGP has increased 34.5 percentile points. It is above the state expectation MGP of 57.</p> <p>The MGP for all students at Newlon in Writing between 2008-2012 (51, 48, 52, 42.5, 62) The MGP has increased 11 percentile points. It meets the state expectation of 62.</p> <p>The MGP for all students at Newlon in Reading between 2008-2012 (41, 50, 53, 50, 73) The MGP has increased 31 percentile points. It is above the state expectation of MGP of 65.</p>	<p>The MGP for all students at Newlon in Writing between 2008-2012 (39.5, 52, 53, 46, 74) The MGP has increased 34.5 percentile points. It is above the state expectation MGP of 57.</p> <p>The MGP for all students at Newlon in Writing between 2008-2012 (51, 48, 52, 42.5, 62) The MGP has increased 11 percentile points. It meets the state expectation of 62.</p> <p>The MGP for all students at Newlon in Reading between 2008-2012 (41, 50, 53, 50, 73) The MGP has increased 31 percentile points. It is above the state expectation of</p>	

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes												
		MGP of 65.													
Academic Growth Gaps	<p>The median growth percentile for males has changed from 36 to 46 from 2008 to 2010, while the median growth percentile for females has increased from 42 to 61.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Gender</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>53</td> <td>61</td> <td>51</td> </tr> <tr> <td>Boys</td> <td>48</td> <td>46</td> <td>43</td> </tr> </tbody> </table>	Gender	2009	2010	2011	Girls	53	61	51	Boys	48	46	43	<p>Decrease the gap between boys and girls while increasing the MGP.</p> <p>Providing more opportunities for boys and girls to write about topics of interest.</p>	<ul style="list-style-type: none"> <li>-Girls get more practice putting their thoughts together because they speak more.</li> <li>-Girls are more open to writing about various topics</li> <li>-Girls are more willing to try because they are generally more compliant.</li> <li>-The school hasn't helped parents understand their role in supporting the writing of their children</li> </ul>
Gender	2009	2010	2011												
Girls	53	61	51												
Boys	48	46	43												
Post Secondary & Workforce Readiness	N/A														



**Data Narrative for School**

**Directions:** Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

**Data Narrative for School**

<p><b>Description of School Setting and Process for Data Analysis:</b> Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>		<p><b>Review Current Performance:</b> Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>		<p><b>Trend Analysis:</b> Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>		<p><b>Priority Performance Challenges:</b> Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.</p>		<p><b>Root Cause Analysis</b> Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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***Narrative:***

**Trend and priority Needs**

Both TCAP and district administered Interim (Benchmark) assessments were considered when analyzing data and performance trends. There is a high correlation between TCAP results and interim results.

**TCAP:** We currently do not meet the state targets in any content areas. However our math scores continue to increase at a rate greater than that of the district and at a rate that if it continues it will outpace the state. We have not made significant sustainable increases in both reading or writing.

**Growth Summary:**

Our students did not meet adequate growth expectations for all content areas. However they are on the cusp of meeting expectations for both reading and math. The gap for writing is significant. We spent a considerable amount of time during the data team process during the 201-2012 school year focusing our efforts in on the writing process. The whole group Professional development was also focused on the writing.

Although the status gaps in both Reading and Writing are large, we know we're closing that gap with growth in both content areas. We also that while the math growth percentile is still below expectations we have been making steady growth over time.

**Root Cause Analysis**

Our analysis led us to identify the following root causes.

1. We attribute part of the reason for the lack of continuous growth to the lack of consistent leadership at Newlon. Newlon went through a period of time where the principal changed every school year. Teachers and staff members have voiced frustration over inconsistent expectations from various leaders.

A disproportionate amount of time spent on reading and writing as opposed to mathematics has contributed to the lack of consistent and significant growth in both reading and writing.

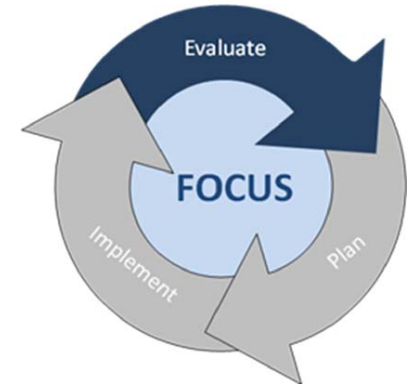
## Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

### School Target Setting Form

**Directions:** Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/TCAP, CoAlt/TCAPA, Lectura, Escritura	R	N/A				
		M	N/A				
		W	39% of students at Newlon were proficient or above on the spring 2012 Writing TCAP	The increase target will be an additional 10%	The increase target will be an additional 10%	BOE, winter and spring Interim assessments. Fall 2012 to spring 2012 DRA2/EDL2 assessments	
		S	13% of fifth grade students were proficient or above on the spring 2012 Science TCAP	The increase target will be an additional 15%	The increase target will be an additional 15%	Science folder, 1:1 conferences, teacher observations, Scoring of Science notebooks, Claims and Evidence through the writing process	
Academic Growth	Median Student Growth Percentile (TCAP/TCAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R					
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate	N/A					
	Disaggregated Grad Rate	N/A					
	Dropout Rate	N/A					

	Mean ACT	N/A				
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**Action Planning Form for 2012-13 and 2013-14**

**Directions:** Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

**Major Improvement Strategy #1:** Identify, create and implement writing systems and structures across grade levels for the purpose of improving the quality of student's writing in all content areas. **Root Cause(s) Addressed:** We lack writing structures and expectations that are consistent across grade levels.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
All teachers will participate in the data team process with a focus on increasing the consistency with which instructional strategies are developed and delivered	Year long	Facilitators, TEC, AP, principal	Title I dollars allocated to hire content area facilitators.	SMART goal data analysis that indicates academic progress	In progress
All teaching staff will participate in the PCK modules to increase knowledge base around how oral language is connected to increased achievement and growth especially in the area of writing	Year long	TEC, Facilitators, Teacher Leaders, AP, Principal	General fund dollars.	Staff reflections over the year indicating lessons learned and next steps identified	In progress
New teachers and mentors will participate in learning labs (across content areas) focusing on strategies learned in the PCK modules.	Nov-Apr	TEC, mentor teachers, new teachers	General Fund dollars, Title 1 dollars	Learning Lab agendas and feedback from participants	In progress
Schedule all paraprofessionals to work with small groups of students in specific content areas who have been identified as needing support to increase writing skills	Year long	Paraprofessionals, Literacy Facilitator, AP, principal	General Fund, Title I dollars, SPED Dollars, ELA dollars	Paraprofessional schedule will be developed and revised based on needs of students and teacher schedules	In progress
Develop a long term plan for the rollout of the use of	Year long				

supplemental materials for science instruction					
Develop a vertical rollout for Science Notebooks similar to the rollout utilized for Editing and Revising checklists	Year long				
Family night dedicated to Science information and experiments	January 2013	3 <sup>rd</sup> -5 <sup>th</sup> graders, teachers, Principal, AP	Community resources, Title 1 community involvement dollars	Sign-in sheets to track attendance and engagement	In progress

\* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

**Major Improvement Strategy #2:** Identify, create and implement writing systems and structures across grade levels for the purpose of improving the quality of student's writing.  
**Root Cause(s) Addressed:** There is not a consistent use of instructional practices that allow students to continue to grow over time and from grade level to grade level.

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- School Plan under State Accountability     Title I Schoolwide or Targeted Assistance Plan requirements     Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)     Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Principal and Assistant Principal will conduct classroom observations with a focus on consistent instructional practices and use of Best Practices	Year Long	AP, principal	None	Analysis of observational data gathered to develop differentiated Professional Development sessions around Best Practices documents in the area of writing	In progress
Specials team SMART goals will focus on addressing the framework items that will provide opportunities for students to increase writing skills in content areas outside the literacy block	Year Long	Specials Teachers	None	Analysis of data will show that the additional instructional opportunities have shown an increase in writing skills in the content	In progress
Establish and follow a progress monitoring schedule to track growth throughout the year	Sept-May	Teachers, Rtl Coordinator, AP, principal	General Fund, Title I dollars, Tech Bond Dollars	Data collected through progress monitoring and shared through the database developed and view through i-Pad's used	In progress
Data team participants will discuss results of progress monitoring at the end of each of the Literacy data team cycles	Year Long	Literacy teachers, Literacy Facilitator, TEC, AP, principal	None	Meeting feedback and debrief meeting notes that chronicle the increase in growth based on data gathered.	In progress

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**Major Improvement Strategy #3:** Concentrated efforts on implementation of learned strategies through vertical and horizontal conversations.

**Root Cause(s) Addressed:**

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):

- School Plan under State Accountability   
  Title I Schoolwide or Targeted Assistance plan requirements   
  Title I Focus School Plan requirements  
 Application for a Tiered Intervention Grant (TIG)   
  Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
During PTO meetings share data gathered about gender gaps to parents in an effort to increase awareness about how to serve both boys and girls	Sept-May	PTO board members, Teachers, Paraprofessionals	PTO Funds	PTO agendas that show topics addressed. Feedback from parents that indicates an increase in skills necessary to support students	In progress
Develop Student Growth Objectives that align with the work that is being done in classrooms and that are rigorous and include a body of evidence	Sept-Nov	Teachers, AP, principal	None	SGO's that reflect an emphasis on rigor in all content areas and also on increasing overall MGP for writing across grade levels	In progress
Develop a summer writing recognition program that will recognize students for the work they do during summer that addresses writing skills	Aug-Apr	Teachers, SLT	General Fund dollars	Students will return to school with evidence of writing practice during the summer. Writing skills will remain at the level or increase from the level that was reported at the end of the previous school year	Not begun
Hold parent/teacher conferences in the fall and spring with parents to discuss progress of their student.	November 2012 and February 2013	Teachers, Translators, AP, Principal	\$300 General Fund dollars	Parent sign in sheets	In progress

Every grade level team will participate in either a Lesson Study or a Learning Lab during the school year in an effort to increase effectiveness of instructional strategies	October 2012 – May 2013	TEC, Facilitator, Principal, AP, Grade level teachers	Sub coverage budget dollars will come from the General Fund.	Increased evidence of teacher effectiveness by increased scores on indicators I-5 thru I-8 on the LEAP framework.	In progress
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**Section V: Appendices**

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

**Title I Accountability Provision #1: Increase Parent Involvement/Engagement/Communication**

School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Hold a Back to School night to introduce all teachers and staff and communicate school expectations and supports	Aug 2011 Aug 2012	Principal, AP, all school staff	General fund dollars for snacks for families	Sign in sheets from classrooms. Agendas from instruction teams
Hold various family nights for both primary and intermediate grade students and parents	October, November, January, April	Principal, AP, teachers	Title 1 dollars dedicated to parent involvement	Sign in sheets and student feedback forms
Present SPF results and Title 1 School information	October 2011 October 2012	Principal, AP, teachers, parent involvement liaison	N/A	PowerPoint presentation, agendas, and sign in sheets
Hold parent/teacher conferences	November 2011/2012 and February 2012/2013	Teachers, Students, Parents, Principal, AP	N/A	Sign in sheets; student work presented

Provide updated school happenings and information on newly installed marquee, monthly newsletter, and Thursday folders	Ongoing	Parent volunteers, Office personnel, teachers, Principal, AP	N/A	Feedback from parents, increase in numbers of participants at school sponsored events
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**Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications**

School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Conduct 1 on 1 meetings with teachers to discuss instructional practices and work towards increased credentials	August 2011 August 2012	Teachers, Principal, AP	N/A	Teacher feedback sheets
Conduct Compelling conversations with teachers to increase knowledge about the academic progress of students	October, January, May	Teachers, Principal, AP	N/A	Data sheets from individual teachers with information that tracks individual student progress
Designate all teachers on the ELA Designation website	August- September 2012	Teachers, Principal	N/A	Completed ELA Designation database on the ELA website
Conduct professional development specific to the work done by paraprofessionals	Weekly, August 2011-May 2013	Humanities and Math Facilitators, Paraprofessionals	N/A	Meeting notes and PD agendas. Progress monitoring database and journal notes from paraprofessionals

**Title I Accountability Provision #3: Transition from Early Childhood Programs**

School Plan under State Accountability.  Title IA School Improvement/Corrective Action Plan  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  School Improvement Grant.

Description of Action Steps to Address the Accountability Provision	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Participate in surrounding Pre-school and Head Start program informational meetings for parents	February 2012 and 2013	Principal, registrar	N/A	Round 1 completed ECE and Kinder packets
Hold ECE and Kinder "Round Up"	March-April 2012 and 2013	ECE and Kinder teachers, Principal, Registrar	General fund dollars for advertisement, copying, snacks	Round 2 completed ECE and Kinder enrollment packets

**Title I Accountability Provision #4: Coordination and Integration of Federal, State, and Local Services and Programs**

- School Plan under State Accountability.  
  Title IA School Improvement/Corrective Action Plan  
  Application for a Tiered Intervention Grant.  
 Title I schoolwide or targeted assistance requirement.  
  School Improvement Grant

Coordinate and utilize funds in the following ways: Title 1 funds: <ul style="list-style-type: none"> <li>• Salaries for Title 1 teachers and paraprofessionals</li> <li>• Purchase of intervention resources including online subscriptions</li> </ul> Title II funds: <ul style="list-style-type: none"> <li>• Purchase of Humanities facilitator</li> <li>• Purchase of Math facilitator</li> </ul> PCK Intensive funds: <ul style="list-style-type: none"> <li>• Professional development for new teachers</li> <li>• Conduct learning labs for math and literacy teachers</li> </ul> PTO funds: <ul style="list-style-type: none"> <li>• School/classroom resources</li> <li>• Reading is Fundamental book give-aways for all students</li> <li>• Field trips</li> </ul>	2011-2013 school year	Principal, AP, Teachers, Teacher Effectiveness Coach, Math and Humanities Facilitators, SLT, CSC, PTO board members and community members	Title I and Title II dollars, General fund dollars, PTO dollars, PCK Intensive budget dollars, new teacher mentor/mentee dollars	Monthly review with district-assigned budget liaison of budget allocations and dollars spent. PTO expenditures worksheet. CSC and SLT review of allocated dollars. Feedback sheets and CBAM feedback from teachers documenting support from facilitators
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**ACKNOWLEDGEMENT OF NEWLON COMMUNITY COMMITMENTS**

I have discussed and reviewed the responsibilities and rules within this handbook with my child. My signature indicates that we will work with the staff at Newlon to provide a safe and positive learning environment. Please keep this handbook/discipline manual at home for easy reference. Thank you.

Child's Name \_\_\_\_\_ Teacher \_\_\_\_\_

Parent/Guardian's Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

There are two (2) copies of this page. One is for you reference. The attached BLUE copy acknowledges that you and your child have read and understand Newlon's EXPECTATIONS.

**Please sign and return to school the attached blue copy by Friday, September 6, 2012.** This copy will be placed in the student's body of evidence folder. Thank you for your continued support.

*To achieve in school, kids need to believe they can make things happen, that if they work hard they can realize any goal. It is difficult for them to believe that if their parents don't.*

Excerpt from "Our Last Best Shot, Guiding Our Children Through Early Adolescence"  
By Laura Sessions Stepp

Have Melissa check with Don about the home visit.  
Science assemblies  
Look at schools that have made significant growth in Science