

## Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880**      District Name: **DENVER COUNTY 1**      School Code: **6254**      School Name: **NEWLON ELEMENTARY SCHOOL**      Official 2014 SPF: **3 Year**

### Section I: Summary Information about the School

**Directions:** This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

#### Executive Summary

##### How are students performing? Where will school staff be focusing attention?

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

##### Why is the school continuing to have these problems?

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

##### What action is the school taking to eliminate these challenges?

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

**Pre-Populated Report for the School**

**Directions:** This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

**Accountability Status and Requirements for Improvement Plan**

<b>Summary of School Plan Timeline</b>	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria 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> .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
<b>State Accountability</b>			
READ Act	All schools that serve students in grades Kindergarten through 3 <sup>rd</sup> Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at <a href="http://www.cde.state.co.us/coloradoliteracy/readact/programming">http://www.cde.state.co.us/coloradoliteracy/readact/programming</a>
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
<b>ESEA and Grant Accountability</b>			
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 is not identified as a Focus School and does not need to meet those additional requirements.

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Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG Grant	This school does not receive a current TIG award and does not need to meet those additional requirements.
Diagnostic Review and Planning Grant	Title I competitive grant that includes a diagnostic review and/or improvement planning support.	Not awarded a current Diagnostic Review and Planning Grant	This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.
School Improvement Support (SIS) Grant	Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.	Not a current SIS Grantee	This school has not received a current SIS grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

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## Section II: Improvement Plan Information

### 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?	Newlon is a 21 <sup>st</sup> Century Grant site and was awarded the grant in the Spring of 2013. This is a five year grant.
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 N/A

#### Improvement Plan Information

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review and Planning Grant  
 School Improvement Support Grant   
 READ Act Requirements   
 Other: \_\_\_\_\_

#### School Contact Information (Additional contacts may be added, if needed)

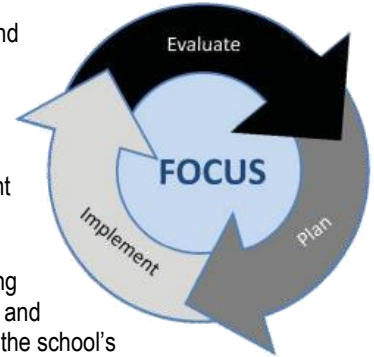
1	Name and Title	Kelli Varney, Principal
	Email	<a href="mailto:Kelli_varney@dpsk12.org">Kelli_varney@dpsk12.org</a>
	Phone	720-424-5152
	Mailing Address	361 Vrain Street, Denver, CO, 80219
2	Name and Title	Heather Walton, Assistant Principal
	Email	<a href="mailto:Heather_walton@dpsk12.org">Heather_walton@dpsk12.org</a>
	Phone	7204240-5156
	Mailing Address	361 Vrain Street, Denver, CO, 80219

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### 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.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

#### Data Narrative for School

**Directions:** In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<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., School Accountability Committee).</p>	<p><b>Review Current Performance:</b> Review recent state and local data. Document any areas where the school did not at least 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), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) 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 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall 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. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p><b>Narrative:</b> Trend and priority Needs Historically 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. Additionally, we are progress monitoring and utilizing both a network data tracker for Kinder and 1<sup>st</sup> grade as well as a grade level developed tracker for 2<sup>nd</sup> – 5<sup>th</sup> grades.</p>				

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As of 2014 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 and writing.

One topic that continues to be addressed through our school wide PD is the notion that there is a critical link between reading and writing. As we move forward we are taking steps to increase instructional knowledge and effectiveness in this area. Our Kinder and 1<sup>st</sup> grade teachers are in an ongoing PLC that focuses on instructional practice in this content. Currently there are 3 staff members taking the GR+ course offered by the Literacy department and an additional 2 taking the GR+ course offered at the Network level. Newlon also has 2 graduates of the district course that are able to lend expertise as we learn more and more. By increasing instructional knowledge we plan to be at a tipping point in the coming year.

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.

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

**Directions:** This chart supports analysis of progress made towards performance targets set for the 2014-15 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 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	For Reading- increase target will be an additional 10% or 71%		<p>Emphasis was put specifically on Science instruction. 5<sup>th</sup> grade science teachers spent more time learning about what knowledge students come with and what they needed to know by the end of the year.</p> <p>School wide PD focused on the development of CLO's that then supported teachers in learning more about what students needed to know.</p> <p>Emphasis was also put on language development. Students were part of a language intervention skills time on a daily basis based on previous ACCESS scores.</p>
Academic Growth			
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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**Worksheet #2: Data Analysis**

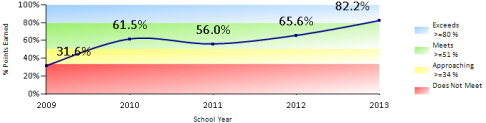
**Directions:** *This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative.* Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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>Science TCAP Status has increased over 3 years from less than 10% to over 27%</p> <p>Writing TCAP scores are not consistent</p> <table border="1"> <caption>2015 CMAS: PARCC ELA</caption> <thead> <tr> <th>School CMAS ELA N tested</th> <th>School CMAS ELA % met or above</th> <th>District CMAS ELA % met or above</th> <th>CMAS ELA Rank (within grade range)</th> <th>2014 TCAP Reading and Writing Rank (within grade range) <small>*Note: TCAP ELA percentile ranks based on combined Reading/Writing proficient.</small></th> <th>Change in Percentile from 2014 TCAP to 2015 CMAS (within ELA and grade range, and population &gt;15 both years)</th> </tr> </thead> <tbody> <tr> <td>243</td> <td>23.5%</td> <td>31.9%</td> <td>50th percentile</td> <td>42nd percentile</td> <td>7</td> </tr> </tbody> </table> <p>XXX</p> <table border="1"> <caption>2015 CMAS: PARCC Math</caption> <thead> <tr> <th>School CMAS Math N tested</th> <th>School CMAS Math % met or above</th> <th>District CMAS Math % met or above</th> <th>CMAS Math Rank (within grade range)</th> <th>2014 TCAP Math Rank (within grade range)</th> <th>Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population &gt;15 in both years)</th> </tr> </thead> <tbody> <tr> <td>269</td> <td>19.7%</td> <td>26.4%</td> <td>55th percentile</td> <td>62nd percentile</td> <td>-7</td> </tr> </tbody> </table> <p>XXX</p>	School CMAS ELA N tested	School CMAS ELA % met or above	District CMAS ELA % met or above	CMAS ELA Rank (within grade range)	2014 TCAP Reading and Writing Rank (within grade range) <small>*Note: TCAP ELA percentile ranks based on combined Reading/Writing proficient.</small>	Change in Percentile from 2014 TCAP to 2015 CMAS (within ELA and grade range, and population >15 both years)	243	23.5%	31.9%	50th percentile	42nd percentile	7	School CMAS Math N tested	School CMAS Math % met or above	District CMAS Math % met or above	CMAS Math Rank (within grade range)	2014 TCAP Math Rank (within grade range)	Change in Percentile from 2014 TCAP to 2015 CMAS (within Math and grade range, and population >15 in both years)	269	19.7%	26.4%	55th percentile	62nd percentile	-7	<p>Less than 50% of the students score P/A on Reading and Writing TCAP</p> <p>We still lack total consistency when it comes to supporting our students as they go from grade to grade.</p>	<p>23.5 % of 3<sup>rd</sup>-5<sup>th</sup> grade students at Newlon Elementary school "Met Expectations" on PARCC ELA assessments</p> <p>19.7 % of 3<sup>rd</sup>-5<sup>th</sup> grade students at Newlon Elementary school "Met Expectations" on PARCC Math assessments</p>
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																												
Academic Growth	<p>Math TCAP growth has been on a steady incline over the past three years.</p>	<p>Helping support all teachers in becoming effective in every content area as we moved from platooning to traditional programming.</p>	<p>We are not fully recognizing what knowledge students hold and therefore can mistakenly have both gaps and overlaps in our instruction.</p>																												
	 <table border="1"> <caption>Math TCAP Performance Data (2009-2013)</caption> <thead> <tr> <th>School Year</th> <th>Does Not Meet</th> <th>Approaching</th> <th>Meets</th> <th>Exceeds</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>31.6%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> <td>61.5%</td> <td></td> </tr> <tr> <td>2011</td> <td></td> <td></td> <td>56.0%</td> <td></td> </tr> <tr> <td>2012</td> <td></td> <td></td> <td>65.6%</td> <td></td> </tr> <tr> <td>2013</td> <td></td> <td></td> <td></td> <td>82.2%</td> </tr> </tbody> </table>			School Year	Does Not Meet	Approaching	Meets	Exceeds	2009	31.6%				2010			61.5%		2011			56.0%		2012			65.6%		2013		
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Postsecondary & Workforce Readiness	N/A																														

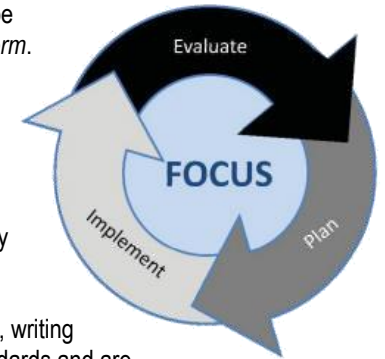
## Section IV: Action Plan(s)

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

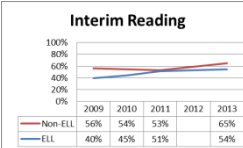
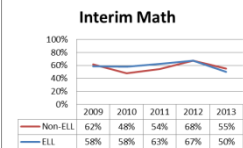
### School Target Setting Form

**Directions:** Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



**School Target Setting Form**

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy
			2015-16	2016-17		
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA				
		READ	51% of students at Newlon were proficient or above on the spring 2013 Writing TCAP 	The increase target will be an additional 13% or 35%	The increase target will be an additional 15% or 50%	BOE, ongoing ANet assessments and iStations assessments. Fall 2015 to spring 2016 DRA2/EDL2 assessments
		M	59% of students at Newlon were proficient or above on the spring 2014 Writing TCAP 	The increase target will be an additional 15% or 35%	The increase target will be an additional 18% or 53%	BOE, ongoing ANet assessments and iStations assessments. Fall 2015 to spring 2016 DRA2/EDL2 assessments
		S	27% of fifth grade students were proficient or above on the spring 2013 Science TCAP	The increase target will be an additional 7% or 34%	The increase target will be an additional 7% or 41%	Science folder, 1:1 conferences, teacher observations, Scoring of Science notebooks, Claims and Evidence through the writing process
		ELA				

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA	N/A				
		M	N/A				
Postsecondary & Workforce Readiness	Graduation Rate		N/A				
	Disag. Grad Rate		N/A				
	Dropout Rate		N/A				
	Mean CO ACT		N/A				
	Other PWR Measures		N/A				

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### Action Planning Form for 2015-16 and 2016-17

**Directions:** Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

**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 response to literature. **Root Cause(s) Addressed:** We lack rigorous 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):

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 READ Act Requirements  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
All teachers will participate in the data team process with a focus on increasing the consistency with which instructional strategies are developed and delivered	Yearlong	Yearlong	Principal, AP, Lead Teachers, Leaders, Teachers	TIF dollars dedicated to supporting Lead Teachers	SMART goal data analysis that indicates academic progress	In progress
All teaching staff will participate a share out sessions with focus on data collected through ANet and iStations assessments	Yearlong		Principal, AP, Lead Teachers, Leaders, Teachers	General fund dollars.	Staff reflections over the year indicating lessons learned and next steps identified	In progress
New teachers and DRs will participate school/classroom visits with a focus on instructional strategies that can be implemented in their own classrooms.	Nov- Apr	Nov-Apr	Principal, AP, Lead Teachers,	General Fund dollars, Title 1 dollars	Evidence of instructional shifts in classrooms after having observed and debriefed findings through observations.	In progress

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			Leaders, Teachers			
Schedule all paraprofessionals to work with small groups of students in specific content areas who have been identified as needing support to increase literacy skills	Yearlong	Yearlong	Principal, AP, RtI coordinator, Paraprofessionals	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
Implement Science as a Specials rotation in an effort to increase instructional consistency and dedicate time to science content	Yearlong	Yearlong	Principal, AP, 5 <sup>th</sup> grade teachers, Science Specials teacher	General fund dollars	End of unit assessment results in Science for all grade levels.	In progress
Develop a vertical rollout for Science Notebooks similar to the rollout utilized for Editing and Revising checklists	Yearlong	Yearlong	Principal, AP, Science teacher, Leaders, Teachers			

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

**Major Improvement Strategy #2:** Identify, create and implement reading strategies and structures across grade levels for the purpose of improving the proficiency with which students read. **Root Cause(s) Addressed:** Instructional practices at Newlon Elementary have not produced sustainable results because of a lack of attention to the needs of individual students.

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

- State Accreditation  
  Title I Focus School  
  Tiered Intervention Grant (TIG)  
  Diagnostic Review Grant  
  School Improvement Support Grant  
 READ Act Requirements  
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Principal and Assistant Principal will conduct classroom observations and provide focused feedback with a focus on consistent instructional practices and use of Best Practices	Yearlong	Yearlong	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	Yearlong	Yearlong	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 as part of the data team meeting	Yearlong	Yearlong	Teachers, AP, Principal	None	Meeting feedback and debrief meeting notes that chronicle the increase in	In progress

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					growth based on data gathered.	
Differentiated Professional Development with a focus on deepening our understanding in various areas like Technology, data analysis, Guided Reading, ELL strategies	Yearlong	Yearlong	Teachers, Lead Teachers, AP, Principal,	General Fund dollars	Meeting feedback and debrief meeting notes. Feedback from SLT members. Feedback after viewing teacher made videos.	Ongoing

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.



Major Improvement Strategy #3: \_\_\_\_\_ Root Cause(s) Addressed: \_\_\_\_\_

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

- State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Diagnostic Review Grant   
  School Improvement Support Grant  
 READ Act Requirements   
  Other: \_\_\_\_\_

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

\* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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**Title I Accountability Provision #1: Increase Parent Involvement/Engagement/Communication and student attendance through varied and intentional activities and strategies.**

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	August 2015	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	September, February, May	Principal, AP, teachers	Title 1 dollars dedicated to parent involvement	Sign in sheets and student feedback forms
Present Title 1 School information as well as SPF clarifications	September 2015	Principal, AP, teachers, parent involvement liaison	N/A	PowerPoint presentation, agendas, and sign in sheets
Hold parent/teacher conferences	November 2015 and March 2016	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
Train and implement the core values of the Parent Teacher Home Visit program	Training – August 2015, October 2015 Visits – ongoing	At least 98% of the staff will train and the expectation is that all trained staff participate in at least 2 home visits	Budget dollars for training and payment for visits comes from the Office of Community and Family Engagement	Positive feedback from parents and students after home visits.
Increase parent participation utilizing the Parent Portal system to a total of at least 40% as a way to increase communication.	Ongoing	Parent Liaison, Parents, office staff, teachers, principal, AP	General Fund dollars	Increase in the number of parents who sign up and use the options available on parent portal.
Utilize School Social Worker to develop systems that will support attendance at the school and will communicate to parents the importance of regular school attendance starting in ECE	Ongoing	School Social Worker, Parent Liaison, Parents, office staff, teachers, principal, AP	Student Services Grant	Data that indicates school attendance has increased.

**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 beginning of the year meetings with teachers to discuss	Aug-Oct 2015	Teachers, Principal, AP	N/A	Teacher feedback sheets

instructional practices and work towards increased credentials				
Designate all teachers on the ELA Designation website	August-September 2015	Teachers, Principal	N/A	Completed ELA Designation database on the ELA website
Conduct professional development specific to the work done by paraprofessionals	Weekly, August 2015-May 2016	AP, SAL, Paraprofessionals	N/A	Meeting notes and PD agendas. Progress monitoring database and journal notes from paraprofessionals

**Title I Accountability Provision #3: 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> 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>	2015-2016 school year	Principal, AP, Teachers, Lead Teachers, SLT, CSC, PTO board members and community members	Title I and Title II dollars, General fund dollars, PTO 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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