

School Improvement Plan



2015-2016

2015-2016 *through* 2016-2017

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.

Draft Due: September 28, 2015	Final Copy Due: October 26, 2015
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2015-2016 Newell Elementary School Improvement Plan Report

Newell Elementary Contact Information

School:	Newell Elementary	Courier Number:	474
Address:	325 W. Rocky River Drive	Phone Number:	980-343-6792
	Charlotte, NC 28213	Fax Number:	980-343-6792
Learning Community	NELC-V	School Website:	http://schools.cms.k12.nc.us/newellES/Pages/Default.aspx

Principal:	Lydia Ferguson
Learning Community Superintendent:	John Wall

Newell Elementary School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position	Name	Email Address	Date Elected
Principal	Lydia Ferguson	Lydia.fergison@cms.k12.nc.us	9-24-15
Assistant Principal Representative	Semeika Stewart	Semeika.mcintyre@cms.k12.nc.us	9-24-15
Teacher Representative	Heather Klinger/Olivia Allen	Heatherm.ashe@cms.k12.nc.us / oliviad.allen@cms.k12.nc.us	9-24-15
Inst. Support Representative	Stephon Portlock/Natasha Patterson	Stepfon.portlock@cms.k12.nc.us / natasham.patterson@cms.k12.nc.us	9-24-15
Teacher Assistant Representative	Maggie McGowan	Maggiel.mcgowan@cms.k12.nc.us	9-24-15
Parent Representative	Marcia Morris	Marciam.morris@cms.k12.nc.us	9-24-15
Parent Representative			

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Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Our vision for Newell Elementary School is one where children are educated through a collaborative effort among parents, staff, students, and the community. Students are motivated to learn with the help of quality instruction and cutting-edge technology. Our school environment encourages children to build intellectual, moral, civic and performance character to become leaders of the 21st century without fear of failure.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: Our Mission is to develop young people to **KNOW** their potential, **GROW** their appreciation of learning, hard work and effort, and empower them to **GO** into the world and lead lives of impact.

Newell Shared Beliefs

At Newell Elementary, every child G.R.O.W.S. (show GratITUDE, be Resilient, seize OppORTunity, Work hard and Serve others)

Character plus intelligence is the true goal of education.

Learning should be personalized based on Whole Child, Student Ownership, Mastery Learning, & Paces/Playlists/Pathways.

Work Hard. Play Hard.

You can grow your brain and if you work hard, you will get smart.

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Newell SMART Goals

- During the 2015-16 school year, Newell will increase the percent of students who are college and career ready in reading by 10% as measured by the NC EOG assessments.
- During the 2015-2016 school year Newell will meet or exceed the CMS District Average as it relates to Leadership score as measured by the Insight Survey (When my school leadership commits to a program or priority they follow through.) Currently at 39% and the district is 58% (My school has effective instructional leadership) currently at 41% and the district is 61% (My school leaders model the behavior they hope to see across the school community) currently at 50% and the district is 64%)
- During the 2015-2016 school year the composite score of the students at Newell will meet or exceed growth as measured by EVASS in grades 4-5 in reading.
- Cultivate a personalized learning environment focused on the Whole Child that will decrease behavior incidents and suspensions by half; and where EVERY child feels safe, respected, and cared for.
Provide a duty-free lunch period for every teacher on a daily basis.
- Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.



2015-2016 Newell Elementary School Improvement Plan Report

Newell Elementary Assessment Data Snapshot

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CMS Charlotte-Mecklenburg Schools School Improvement Plan
Comprehensive Data Snapshot
AMO Target Summary 2014-2015

Newell Elementary School											
Reading	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AG
Participation Denominator	398	1	9	178	183	13	14	249	101	29	7
Participation Percent	100	0	0	100	100	0	0	100	100	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.
Proficiency Denominator	340	1	8	148	162	9	12	220	80	23	7
Proficiency Percent	24.4	0	0	28.4	19.8	0	0	20.5	11.3	0	0
Goal Percent	55.1	43.2	69.3	40.4	43.0	56.5	65.2	42.9	27.6	30.3	92.5
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.	Not Met	Not Met	Insuf.	Insuf.
Math	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AG
Participation Denominator	398	1	9	178	183	13	14	249	101	29	7
Participation Percent	100	0	0	100	100	0	0	100	100	0	0
Participation Status	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.	Met	Met	Insuf.	Insuf.
Proficiency Denominator	340	1	8	148	162	9	12	220	80	23	7
Proficiency Percent	34.7	0	0	27.7	40.7	0	0	28.6	25.0	0	0
Goal Percent	53.9	41.6	77.0	37.8	46.1	53.6	63.0	42.1	34.0	30.0	93.3
Proficiency Status	Not Met	Insuf.	Insuf.	Not Met	Met/CI	Insuf.	Insuf.	Not Met	Met	Insuf.	Insuf.
Science	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AG
Participation Denominator	128	0	4	60	55	4	5	74	21	12	3
Participation Percent	100	0	0	100	100	0	0	100	0	0	0
Participation Status	Met	~	Insuf.	Met	Met	Insuf.	Insuf.	Met	Insuf.	Insuf.	Insuf.
Proficiency Denominator	116	0	3	56	49	3	5	69	14	12	3
Proficiency Percent	44.0	0	0	46.4	34.7	0	0	39.1	0	0	0
Goal Percent	61.8	0	76.5	46.0	51.7	63.3	71.7	50.0	33.2	36.4	94.4
Proficiency Status	Not Met	~	Insuf.	Met	Not Met	Insuf.	Insuf.	Not Met	Insuf.	Insuf.	Insuf.
Attendance	ALL	AMIN	ASIA	BLCK	HISP	MULT	WHITE	EDS	LEP	SWD	AG
Rate	99.4	~	~	~	~	~	~	~	~	~	~
Status	Met	~	~	~	~	~	~	~	~	~	~

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School Composite															
L1 - 31.3				L2 - 27.4				L3 - 10.9		L4 - 24.2				L5 - 6.1	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
887	99.9	278	31.3	243	27.4	97	10.9	215	24.2	54	6.1	366	41.3	269	30.3
Grade 03 EOG Math															
L1 - 34.3				L2 - 30.7				L3 - 11.7		L4 - 21.9				L5 - 1.5	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
137	100.0	47	34.3	42	30.7	16	11.7	30	21.9	2	1.5	48	35.0	32	23.4
Grade 03 EOG Reading															
L1 - 43.8				L2 - 27.7				L3 - 5.1		L4 - 21.9				L5 - 1.5	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
137	100.0	60	43.8	38	27.7	7	5.1	30	21.9	2	1.5	39	28.5	32	23.4
Grade 04 EOG Math															
L1 - 19.4				L2 - 33.9				L3 - 8.9		L4 - 23.4				L5 - 14.5	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
124	100.0	24	19.4	42	33.9	11	8.9	29	23.4	18	14.5	58	46.8	47	37.9
Grade 04 EOG Reading															
L1 - 34.7				L2 - 20.2				L3 - 17.7		L4 - 26.6				L5 - 0.8	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V	# Level III/IV/V	% Level III/IV/V	# Level IV/V	% Level IV/V
124	100.0	43	34.7	25	20.2	22	17.7	33	26.6	1	0.8	56	45.2	34	27.4

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		L1 - 34.7		L2 - 20.2		L3 - 17.7		L4 - 26.6		L5 - 27.4	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V
124	100.0	43	34.7	25	20.2	22	17.7	33	26.6	1	0.8

Grade 05 EOG Math

		L1 - 29.5		L2 - 21.3		L3 - 10.7		L4 - 27.9		L5 - 10.7	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V
122	100.0	36	29.5	26	21.3	13	10.7	34	27.9	13	10.7

Grade 05 EOG Reading

		L1 - 34.7		L2 - 33.9		L3 - 10.7		L4 - 16.5		L5 - 4.1	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V
121	99.2	42	34.7	41	33.9	13	10.7	20	16.5	5	4.1

Grade 05 EOG Science

		L1 - 21.3		L2 - 23.8		L3 - 12.3		L4 - 32.0		L5 - 10.7	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V
122	100.0	26	21.3	29	23.8	15	12.3	39	32.0	13	10.7

School EOG Math Composite

		L1 - 27.9		L2 - 28.7		L3 - 10.4		L4 - 24.3		L5 - 8.6	
# Assessments Administered	% Tested	# Level I	% Level I	# Level II	% Level II	# Level III	% Level III	# Level IV	% Level IV	# Level V	% Level V
383	100.0	107	27.9	110	28.7	40	10.4	93	24.3	33	8.6

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Newell Elementary Profile

Newell Elementary in and of itself is distinctive. Dating back to the early 1900's with the establishment of the Newell Rosenwald School, the Newell Community has established a commitment to serving students who are traditionally underserved and/or marginalized. We are a thriving school of over 800 students that is representative of nearly 20 different countries with a total of 10 different languages spoken among our student and family population. 50.1% of our students are Hispanic, 40.9% are African-American, and the remaining 9% are American Indian, Asian, Pacific Islander, Multi-racial and White. 27.8% of our population is LEP. Class sizes in kindergarten and first grade classrooms are typically at 21 students per teacher, second and third grade classrooms are 25 students per teacher and fourth and fifth grade classrooms are 26 students per teacher. Newell has 7 kindergarten and first grade classrooms, 6 second grade classrooms, 7 third grade classrooms and 6 fourth and fifth grade classrooms. The school has 3 co-taught classroom in grades third – fifth. Newell has 1 Art teacher, 1 Music teacher, 2 full-time and 1 part-time Physical Education teachers, a Technology Associate and 1 K-5 Science teacher. The additional staff includes 5 ESL teachers, 3 EC teachers, 3 facilitators, a BMT, 2 counselors, a Speech and Language Pathologist, a part-time School Psychologist, part-time Talent and Development teacher, 11 instructional assistants and 1 EC instructional assistant.



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Other distinctive characteristics of our school are as follows:

- We are focused on three improvement goals that serve to improve our overall school, scores, and proficiency; while at the same time, these goals aim to enrich the lives of our students and prepare them to be globally competitive citizens.
- Our first, is our intentional focus on Social Emotional Learning, a tenant of Personalized Learning. We believe that character development has more meaning and that character plus intelligence is the true goal of education. To that end, we have developed and adopted our own set of Social Emotional Learning standards through a research-based approach from various other states who have implemented their own standards, curriculum, and initiatives. This approach ensures that we have an accountable effort and plan to address the SEL needs of our students. We also have implemented morning meetings through a school wide approach with dedicated time on our master schedule.
- Second, we have implemented a Balanced Literacy Readers'/Writers' workshop model with fidelity. Through a substantial summer planning, training, and PD effort, we have worked to identify the components of BL that were absent in the past year and identified ways to improve on their implementation. Our master schedule now reflects a focus on the workshop model with fidelity and the training, resources, and support model that we have established has launched our BL initiative successfully in the first two weeks of school. This focus on a workshop model, with a Personalized Learning twist, will allow students more opportunity for choice and interest.



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- Third, we are in our third year of implementing a Data-driven instruction model, adopted from the work of Paul Bambrick Santoyo and his work in “Driven by Data”. In short, this allows us to focus on the Assessment◊ Analysis◊Action Planning◊ Culture. This model and work has become ingrained in the way we assess, analyze, group, and teach our kids. Identifying gaps and planning intentionally to address those gaps through a focused intervention is a goal we are working towards.
- Lastly, we have been identified as a Personalized Learning school, among 30 other schools. This allows us to focus on the four tenets of PL which are: Whole Child, Student Ownership, Paces-Playlists-Pathways, and Mastery Learning. Through an emphasis in using technology to enhance instruction, focusing on the whole child through SEL, and providing clear pathways for mastering content and material, we are working to implement a truly personalized style of learning for each of our students.

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Newell Elementary

Certified And Administrative Staff		Number of Years Experience for Teachers (in CMS only)													
Position Title	Count	0-3		3-5		5-7		7-10		10-15		15-20		20+	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	67	26	44.8	12	20.7	5	8.6	3	5.2	3	5.2	6	10.3	3	5.2
Principal, Elementary	1														
Assistant Principal, Elementar	1														
Dean Of Students	2														
Counselor, Elementary	2														
Facilitator, SIOP	1														
Facilitator, Elem Literacy	2														
Substitute, Certified Teacher	5														
Teacher, K-6	39														
Teacher, Bilingual / ESL	6														
Teacher, EC General Curriculum	3														
Teacher, Elementary Art	1														
Teacher, Elementary General Mu	1														
Teacher, AIG	1														
Teacher, Elementary Physical E	2														

Number of Years Experience for Teachers (in CMS only)													
0-3 Yrs	3-5 Yrs	5-7 Yrs	7-10 Yrs	10-15 Yrs	15-20 Yrs	20+ Yrs							
44.8	20.7	8.6	5.2	5.2	10.3	5.2							

Degrees Held By Teachers							
Bachelor's				Advanced			
N		%		N		%	
46		79.3		12		20.7	

79.3	20.7		
Bachelor's	Advanced		

Highly Qualified			
N			
46		79.3	

79.3			
HQ			



2015-2016 Newell Elementary School Improvement Plan Report

2015-2016 Attendance and Suspension Summary Newell Elementary

2015-2016 Attendance and Suspension Summary Newell Elementary



		Total Enrolled		Perfect Attendance		Has an Absence		Excused Absences		Unexcused Absences		ISS		OSS	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
School Total	Female	424	49.9	152	35.8	272	64.2	130	30.7	222	52.4	0	0.0	0	0.0
	Male	425	50.1	133	31.3	292	68.7	146	34.4	229	53.9	0	0.0	1	0.2
	Total	849	100.0	285	33.6	564	66.4	276	32.5	451	53.1	0	0.0	1	0.1
Race															
African American	Total	347	40.9	117	33.7	230	66.3	89	25.6	196	56.5	0	0.0	1	0.3
American Indian	Total	7	0.8	2	28.6	5	71.4	1	14.3	4	57.1	0	0.0	0	0.0
Asian	Total	14	1.6	6	42.9	8	57.1	6	42.9	4	28.6	0	0.0	0	0.0
Hispanic	Total	425	50.1	148	34.8	277	65.2	157	36.9	209	49.2	0	0.0	0	0.0
Pacific Islander	Total	1	0.1	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Two or More	Total	14	1.6	3	21.4	11	78.6	6	42.9	9	64.3	0	0.0	0	0.0
White	Total	41	4.8	8	19.5	33	80.5	17	41.5	29	70.7	0	0.0	0	0.0
Ethnicity															
Hispanic	Total	426	50.2	149	35.0	277	65.0	157	36.9	209	49.1	0	0.0	0	0.0
Non-Hispanic	Total	423	49.8	136	32.2	287	67.8	119	28.1	242	57.2	0	0.0	1	0.2
EC Category															
AIG	Total	5	0.6	2	40.0	3	60.0	1	20.0	3	60.0	0	0.0	0	0.0
Non-EC	Total	805	94.8	271	33.7	534	66.3	262	32.5	428	53.2	0	0.0	1	0.1
SWD	Total	39	4.6	12	30.8	27	69.2	13	33.3	20	51.3	0	0.0	0	0.0



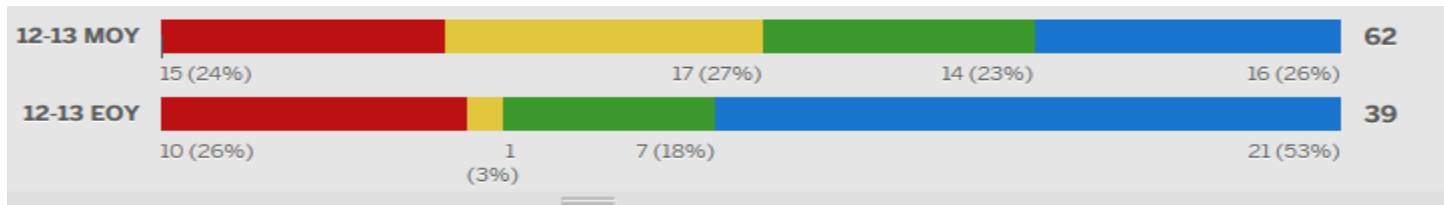
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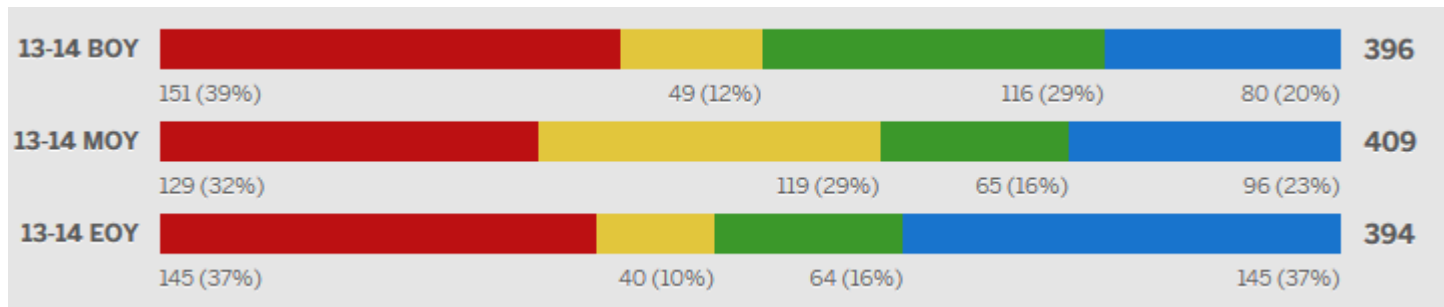
2015-2016 Newell Elementary School Improvement Plan Report

2012-2015 K-2 TRC Proficiency Levels Newell Elementary

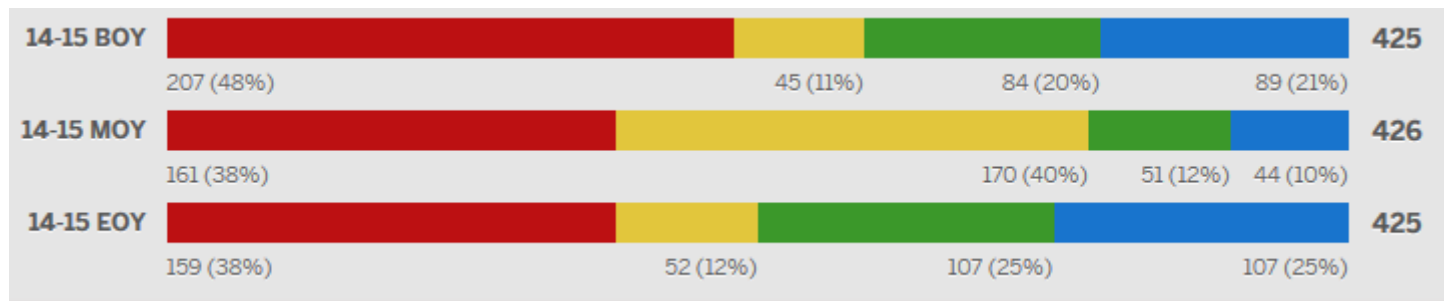
2012 - 2013



2013 - 2014



2014 - 2015



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Strategic Plan 2018: For a Better Tomorrow

<p>Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. College- and career-readiness II. Academic growth/high academic achievement III. Access to rigor IV. Closing achievement gaps 	<p>Goal 2: Recruit, develop, retain and reward a premier workforce</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Proactive recruitment II. Individualized professional development III. Retention/quality appraisals IV. Multiple career pathways V. Leadership development
<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ul style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service</p> <p>Five focus areas:</p> <ul style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign</p> <p>Four focus areas:</p> <ul style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools



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SMART Goal (1): <i>Duty Free Lunch for Teachers</i>	Provide a master schedule to include at least 2.5 hours of weekly duty free lunch.
Strategic Plan Goal:	Goal 2 and Goal 4
Strategic Plan Focus Area:	Goal 2, focus area III and Goal 4, focus area III
Data Used:	Master schedule, walkthroughs, surveys, teacher retention data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a master schedule that provides classroom teachers with duty-free lunch Establish a system for supervision in the cafeteria. Ensure a minimum of 25 minutes daily for lunch	Lydia Fergison, Principal	Staff one-on-one to discuss progress Retention of teachers; Teacher Survey; Teacher working conditions survey	None	School administrators Cafeteria Monitors	August 2015-June 2016
2. Hire and coach lunch room monitor to supervise students during lunch. Establish a system to monitor students utilizing the cafeteria monitors and school-based administration.	Lydia Fergison, Principal Semeika, AP Stewart Lisa Allred, Dean Melissa Thiel, Dean Carmen Gwynn, Lunch room monitor	Noise level tolerable, table washers effective (cleanliness), teachers returning promptly	Cost of hiring lunch assistants	Lunch assistant School administrators	August 2015-June 2016



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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and -301.1, with the goal of developing and implementing the IPA model and providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
Strategic Plan Goal:	Goal 2: Recruit, develop and retain premier workforce
Strategic Plan Focus Area:	Recruitment, PD, Retention, New Career Pathways, Leadership Development
Data Used:	TRC, Dibels, EOY Assessments, Math pre and post assessments, MAP data, student promotion rates, teacher retention data, teacher survey data

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Create a master schedule that allows daily planning. Provide teachers with 45 minutes of planning daily. Designate three planning blocks per week to be used for math, literacy, and/or data – per the grade level team's discretion.	Lydia Fergison, Principal, Lisa Allred, Dean	Completion of master schedule Teacher planning sessions and agendas IPA model	None	Principal Dean Grade level chairs Facilitators	August 2015- June 2016



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SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by implementing clear, consistent expectations and consequences for student behavior. During the 2015 – 2016 school year, bullying incidents will make up less than 3% of our behavior incidents. Newell will become a model school for promoting a safe learning environment free of bullying and harassing behaviors.
Strategic Plan Goal:	Goal 4: Promote a system-wide culture of safety, high engagement, customer service, and cultural competence
Strategic Plan Focus Area:	Physical Safety, Social and Emotional Health, High Engagement, Customer Service, Cultural Competency
Data Used:	Out of School Suspensions, classroom referrals, student growth, parent and volunteer involvement, parent surveys, student surveys, FAC

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
1. Bully Liaison / Bully-prevention Establish Social Emotional Learning curriculum and standards to teach students problem-solving and conflict resolution Establish an anti-bullying framework. Communicate anti-bullying policy to students, staff members and parents. Establish an anonymous system for reporting student/parent	Lydia Fergison, Principal Lisa Allred, SSS administrator, Portlock, Patterson, Counselors Camp, BMT	Decrease of OSS by 15% Decreased number of behavior incidents (75 for the 2015-2016 school year)	Extended employment for the 2016-2017 year to develop school wide plan	Principal Dean Teachers SEL Team BMT	August 2015- June 2016

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<p>2. Character Education</p> <p>Establish Social Emotional Learning curriculum and standards focused on the Five Tenets of: Social Awareness, Self-awareness, Self-Management, Relationship Skills, and Responsible Decision-Making</p>	<p>Lydia Ferguson, Principal</p> <p>Lisa Allred</p> <p>Heather Klinger</p> <p>Beverly Camp BMT</p> <p>Portlock/Patterson, counselors</p>	<p>Decrease OSS by 15%</p> <p>Decrease behavior incidents to 75 the 2015-2016 school year</p> <p>Ensure students indicate that they are in a safe environment as demonstrated by EOY surveys</p> <p>100% staff agree strongly that students understand the code of conduct and act accordingly</p>	<p>Summer PD via extended employment</p>	<p>Lydia Ferguson, Principal</p> <p>Lisa Allred, Dean</p> <p>Student support services</p> <p>SEL Team</p>	<p>August 2015-June 2016</p>
<p>3. Healthy Active Child 30 min.</p> <p>Provide students with 30 minutes daily for structured play.</p> <p>Establish student activities to promote health and wellness during structured play.</p>	<p>Lydia Ferguson, Principal</p> <p>2.5 PE teachers Riley, Jenis, TBD Teachers</p>	<p>Improvement in student behavior, adherence to school rules, a reduction of office referrals, improved student self-image</p>	<p>None</p>	<p>Lydia Ferguson, Principal, 2.5 PE teachers Teachers</p>	<p>August 2015-June 2016</p>
<p>4. School Health Team</p> <p>Establish a School Health Team to promote health and wellness among students and staff.</p>	<p>Lydia Ferguson, Principal</p> <p>2.5 PE teachers Riley, Jenis, TBD Jonise Hall, Nurse Teachers</p>				



Strategies (determined by what data) <ul style="list-style-type: none"> • Weekly Admin meetings grounded in norms • Weekly one on one meetings with facilitators • Weekly ILT meetings grounded in norms and accountability • Task (PD) 	Point Person (title/name) ILT Lydia Fergison, Principal	Evidence of Success (Student Impact) The Instructional Leadership Team will provide clear direction based on constant dialog. Regular meetings are actively planned and prioritized. While structure is important, we are working towards repairing and establishing authentic relationships, therefore careful not to make processes too rigid. If successful we will create an open and inclusive team culture that encourages members to voice views and ideas. The goal is to grow and get the most out of a diverse and experienced group of individuals.	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • October 2015-June 2016
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SMART Goal (5):	Cultivate a personalized learning environment focused on the Whole Child that will decrease behavior incidents and suspensions by half; and where EVERY child feels safe, respected, and cared for.
Strategic Plan Goal:	The principal is newly appointed and a novice learner of PL. The onboarding of new to Newell staff as well as new teachers is a challenge. PL has 4 cornerstones and as a pilot, Newell decided to implement all pillars at once. While the desired outcome is admirable when fully implemented, to do each pillar with efficacy may mean to adjust implementation pacing.
Strategic Plan Focus Area:	Year 2 of PL Implementation
Data Used:	PL Visit Feedback, PL PD, NC Teacher Evaluation Rubric PL Model

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End)
<ul style="list-style-type: none"> PD for principal and new staff/sustained PD for staff 	Jill Thompson-CMS PL coach Heather Klinger-3rd grade teacher Natalie Matthews-K teacher Lisa Allred-Dean PL Tour Schools	Do a comprehensive implementation assessment and focus on 2 pillars with fidelity that work in tandem with other initiatives such as Balanced Literacy .			• October 2015-June 2016
<ul style="list-style-type: none"> Technology associate to assist 	Lydia Fergison-Principal ILT				

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with the tenant of PL that is best supported by technology	interviewing team Alan Horne- CMS Systems Engineer				
<ul style="list-style-type: none">• Application of PL resources-Newell Weebly-PL folder on Drive (NC Teacher Evaluation Rubric with PL Indicators)	Lisa Allred- Dean Lydia Ferguson- Principal				



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SMART Goal (6):	During the 2015-16 school year, Newell will increase the percent of students who are college and career ready in reading by 10% as measured by the NC EOG assessments.
Strategic Plan Goal:	Our students are not meeting important benchmarks as it relates to literacy. Of even greater concern is that the gap between students from higher- and lower-income families is evident as I compare my data to other schools. There is a need to focus on reading proficiency by the end of third grade as an essential step toward increasing the number of children who succeed academically as we know students who read proficiently by the end of third grade are more likely to graduate from high school, are less likely to fall into poverty and are more likely to find a job that can adequately support their families. This creates our sense of urgency here at Newell.
Strategic Plan Focus Area:	Literacy
Data Used:	Reading 3D, MAPS Grades 2-5, EOG Data, BOG3 Data Common Formative Assessment,

Strategies (determined by what data) <ul style="list-style-type: none"> • Utilize balanced literacy walkthroughs (mini lesson) to provide teachers with feedback. • K-2 Goal 	Point Person (title/name) ILT	Evidence of Success (Student Impact) Students will grow at least a year in a year. Volunteer hours for the North Star will meet or exceed district expectations.	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • October 2015- June 2016
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<ul style="list-style-type: none"> • Provide monthly training on additional balanced literacy components (Interactive Read alouds, Strategy Groups). • Train TAs on Guided Reading to empower them to pull small groups 	Facilitators Monday PD days in PLCs	K-2 Teachers will have a goal that supports literacy as graduation begins in Kindergarten. The goal for grades K-2 is that students will make 1.5 years of growth as demonstrated on TRC.			
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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	CFA data, MAP data, Reading 3D/TRC data, exit tickets

Strategies (determined by what data)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	Personnel Involved	Timeline (Start—End) • Interim Dates
<ul style="list-style-type: none"> • Task • Task • Task (PD) 					



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<p>1. Common assessments</p> <ul style="list-style-type: none"> At Newell we believe CAs are a means of measuring student performance on skills that were taught or will be taught (as in a common pre-assessment). <p>When creating, we believe items should be the “same” so performance on these items can be compared between teachers.</p> <p>Additional items may be added to individualize the assessment, BUT a score must be derived for the SAME items for each student by ALL teachers. (EC/ESL modifications needed)</p> <p>The assessment needs to have been administered to students at nearly the same point in time relative to the teaching of the curriculum.</p> <p>Common assessment should be collaboratively developed so that every teacher has an understanding of what the expected learning outcomes for their students are and have a greater understanding of the curriculum.</p>	<p>Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud) SIOF Facilitator Lisa Allred- Dean Melissa Thiel- Dean</p>	<p>Data reports in Mastery Connect and School Net Agendas in PLCs that center data days on the creation of CFA Off campus planning days to plan instruction based on assessment results Sharing students across grade levels based on teacher effectiveness in teaching standards</p>	<p>Subs for off campus planning days</p>	<p>Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud) SIOF Facilitator Lisa Allred- Dean Melissa Thiel-Dean</p>	<p>August 2015-June 2016</p>
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<p>2. Data disaggregation</p> <p>Disaggregating student data into subpopulations will support us in planning appropriate programs, decide which evidence-based interventions to select (i.e. have they been evaluated with the target population), use limited resources where they are needed most, and see important trends in behavior and achievement.</p>	<p>Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud) SIOF Facilitator Lisa Allred- Dean Melissa Thiel- Dean Ms. Camp – BMT</p>	<p>Data reports in Mastery Connect and School Net Agendas in PLCs that center data days on the creation of CFA Off campus planning days to plan instruction based on assessment results Sharing students across grade levels based on teacher effectiveness in teaching standards</p> <p>MAP Pathways document</p>	None	<p>Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud) SIOF Facilitator Lisa Allred- Dean Melissa Thiel-Dean</p>	<p>August 2015-June 2016</p>
<p>3. Flexible grouping</p> <p>At Newell our goal is to provide an environment where students are grouped as a way to personalize instruction after reviewing relevant student data and considering learner profiles. As a PL school we strive to ensure that assessments are frequent, and that high-quality</p>	<p>Jill Thompson- PL director Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud) SIOF Facilitator</p>	<p>MAP Data Dibels, TRC, EVASS Predictive Data, CFAs, Learning Style Inventory</p>	None	<p>Jill Thompson- PL director Lydia Fergison, Principal Grade Level Chairs Facilitators (Boysko, Transgrud)</p>	<p>August 2015-June 2016</p>



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instruction is always provided, so that students are frequently moved into appropriate instructional groups according to their needs.	Lisa Allred-Dean Melissa Thiel-Dean Ms. Klinger-3 rd grade Chair Natalie Matthews-K Chair			SIOP Facilitator Lisa Allred-Dean Melissa Thiel-Dean Ms. Klinger-3 rd grade Chair Natalie Matthews-K Chair	
4. Late and make-up work <ul style="list-style-type: none"> School expectations for holding students accountable for completing assignments 	Lydia Fergison, Principal Semeika Stewart, AP Lisa Allred, Dean Melissa Thiel, Dean Facilitators (Boysko, Gary, Trangsrud)	Newell Staff Handbook with CMS board grading policies regarding late and make up homework. Also EC and LEP grading practices are included. Teachers receive PD regarding how to modify assignments and the ILT reviews report cards and progress reports for fidelity to expectations	None	Lydia Fergison, Principal Semeika Stewart, AP Lisa Allred, Dean Melissa Thiel, Dean Facilitators (Boysko, Gary, Trangsrud)	August 2015-June 2016



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Newell - 600 Waiver Requests

Request for Waiver

1. Insert the waivers you are requesting

- *Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools with grades 4-12]*

2. Please identify the law, regulation or policy from which you are seeking an exemption.

- *115C-301 (c and d) Maximum Teaching Load and Maximum Class Size [required for all schools with grades 4-12]*

3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping of students in the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers in specific areas of the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*

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

- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and thus should enhance their achievement on the performance goals.*



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Approval of Plan			
Committee Position	Name	Signature	Date
Principal	Lydia Fergison	<i>Lydia Fergison</i>	10/26/15
Assistant Principal Representative	Semeika Stewart	<i>Semeika Stewart</i>	10/26/15
Teacher Representative	Olivia Allen	<i>Olivia Allen</i>	10/26/15
Inst. Support Representative	Natasha Patterson/Stephon Portlock	<i>Stephon Portlock</i>	10/26/15
Teacher Assistant Representative	Magie McGowan	<i>Magie McGowan</i>	10/26/15
Parent Representative	Marcia Morris	<i>Marcia Morris</i>	10/26/15