

Newton-Lee Elementary 2017-2018 School Improvement Plan Loudoun County Public Schools

Needs Assessment Summary:

Newton-Lee Elementary School's culture is one of being aware of our student needs and developing strong relationships that promote learning and treating students fairly and with respect. We have a culture of reevaluating goals and wanting improvement. We are a school with high and clear expectations. Among grade level teams, NLE exhibits strong collaboration that promotes teaching and learning. In addition, NLE has a supportive and active PTO and community. Newton-Lee Elementary School will continue to improve school environment. We want to provide a school culture that encourages students to take academic risks. We want to strengthen our communication of academic progress to parents and students. We want our staff to continue establishing relationships that promote collaboration, trust, and respect beyond grade-level teams. Additionally, we want our students to learn to resolve peer relationship conflicts.

Based on the data, Newton-Lee Elementary School teachers provide lessons that are tied to curriculum and aligned to LCPS pacing guide. Lesson objective and essential questions are posted and articulated throughout the lesson. Teachers also scaffold instruction to aid understanding, differentiate instruction to meet the needs of all students, and develop activities at higher level of Bloom's Taxonomy: analyzing, evaluating, and creating. Formal and summative assessments are used to monitor student learning and adjust instruction.

Newton-Lee Elementary School will continue to grow in lesson planning and delivery by striving to deliver PBL and *One to the World* learning experiences for our students on a daily basis.

Newton-Lee Elementary School is continuing to develop PBL practices. During the 2016-2017 school year, all teachers facilitated at least two PBL experiences. All grade-levels facilitated an exhibition, e.g. showcases for parents and/or virtual conversations, of student work. At the end of each quarter, every grade-level representative to the School Leadership Team (SLT) reported on the team's *One to the World*/PBL project. During the January SLT meeting, grade level representatives worked in small groups to reflect on their projects using the Gold Standard rubric. They then identified an actionable step to take to improve their project and reported on that during the next SLT meeting, which was in March. On the whole, our PBL experiences are improving but still not consistently meeting the Gold Standard for all elements. Alignment to Standards (SOLs) and Commitment to Professional Practice are our two strongest elements in our current PBL practice. Newton-Lee Elementary School will continue to build the PBL culture at our school by incorporating some elements of PBL into our daily regimen. We want to use the teaching practices rubric to lift the level of our PBL projects to the Gold standard. We also would like to observe more PBL experiences and document them using the NLE walk-through form.

At Newton-Lee Elementary School, our risk ratio for each of the subgroups is 1.6 or below, which is a low risk ratio. When considering the needs of our IEP students, we had students who demonstrated highly volatile behaviors. Teachers worked alongside of administrators and implemented behavior plans to minimize disruptiveness and maximize the amount of time students were in the learning environment. Newton-Lee Elementary School would like to continue to utilize PBIS strategies to promote positive behaviors to maximize teaching and learning.

Less than 1% of Newton-Lee Elementary School students were absent 20%+ and only 1% were absent 15-20% of the school year. Overall, nearly 93% of our students missed less than

10% of the school year. Drilling down, students who are Economically Disadvantaged and ELL who identify as Multiple Races and White students have the lowest rates of chronic absenteeism. Our Asian and Hispanic students have the highest rates of absenteeism above 10% of the school year. Most of these students travel for family or leisure for a significant period of time while school is in session. This does not represent chronic absenteeism. More data is needed in order to identify those students who are truly chronically absent.

Based on VDOE AMO report, NLE currently meets all federal AMOs in the areas of English and Mathematics. In English and Mathematics, all students obtained a 91.94% passing rate. In addition, our Gap Group 1, 2, 3 students made significant growth on their performance. Economically Disadvantaged students obtained a 100% passing rate in English and 81.39% passing rate in Mathematics. English Language Learners obtained an 89.47 % passing rate in English and an 82.02 % passing rate in Mathematics. Students with Disabilities obtained a 75.75% passing rate in English and 78.78 % passing rate in Mathematics. Overall, our SOL pass rates improved in both English and Mathematics performance. Newton-Lee Elementary School's Science SOL passing rate decreased from 95 % to 90%. We will continue to provide opportunities for students to review previously learned science materials on a daily basis: meaningful lessons, hands – on activities, and explicit teaching on concept and content vocabulary.

Objective	The school focuses on instructional improvements.	
	1. The school leadership team will facilitate differentiated professional development.	
	Action Steps	<ol style="list-style-type: none"> 1. Provide professional development on and support of 2 additional PBL teaching practices: A) Build the Culture and B) Assess Student Learning 2. Provide Reader's & Writer's Workshop Models trainings and coaching for each grade level team, as well as new teachers 3. Assess and identify additional PD needs at our school and provide differentiated professional development, as appropriate, such as in the area of school environment
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning and delivery.	
	Action Steps	<ol style="list-style-type: none"> 1. Provide explicit feedback on lesson plans and instructional delivery via lesson plan reviews and walkthrough observations with focus on PBL and Reader's and Writer's Workshops 2. Conduct teacher-to-teacher observations with PBL/Reader's Workshop/Writer's Workshop focus and provide feedback 3. Share PBL design plans and provide feedback on them in School Leadership Team (SLT) Meetings
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	
Objective	The school focuses on the achievement of all students.	
	1. The school will support students in need of intervention and enrichment using a multi-tiered system.	
	Action Steps	1. Incorporate the elements of PBL in daily lesson plan

		<ul style="list-style-type: none"> 2. Identify, intervene, and monitor student achievement 3. Provide a safe, positive learning environment for all students as measured by student climate surveys and monitored by the PBIS Team.
	Quarter 1 Status:	
	Quarter 2 Status:	
	Quarter 3 Status:	
	End of Year Status:	