<u>GOAL AREA 1:</u> Increase achievement in reading by implementing a comprehensive balanced literacy program that deeply addresses the ELA CCSS.

Strategic Plan Alignment: *Goal 1: Design an engaging and academically challenging 21st century learning environment that results in achievement for all students.*

Objective D: Ensure every student demonstrates academic growth each year

Objective E: Ensure students' mastery of Common Core Georgia Performance Standards, Georgia Early Learning and Developmental Standards, and College and Career Ready Skills as measured by state, national, and international assessments.

Core Practice Benchmark Alignment: *Core Practice Dimension: Instruction*

Core Practice Benchmark 11: Delivering Effective Lessons

Core Practice Benchmark 13: Teaching Reading Across the Disciplines

Performance Objective A:

- *Due to the significant shift in our student population, we do not have baseline data. Part of our objective is to collect baseline data from this year. In addition, 80% of students in each classroom grades K-3rd will meet their SLO goal.*
- *We will also see an increase in our EL Implementation Review in Leadership #2 — Using Data: Scores will move from 4 to 5.*

Performance Indicator: *Winter MAP, Winter Dibels, Winter Spelling Inventory, Compass Reports*

- **Initiative 1 —** A comprehensive and job-embedded professional development plan that supports implementation of school curriculum and Common Core State Standards (CCSS) will be executed.
    - **Group Responsible:** Instructional Coach (IC), Principal, Early Intervention Program Team (EIP), Expeditionary Learning (EL) School Designer
    - **Due Date:** August-May
    - **Action Plan**
        - Faculty meetings
            - One faculty meeting a month will focus on the implementation of the CCSS in the Lucy Calkins reading and writing workshop units.
            - One faculty meeting a month will focus on RTI interventions and strategies — Title I, EIP, ESOL and ESS will take turn leading minilessons focused on intervention strategies.
        - Half-Day Collaborative Planning Sessions
            - Teachers will engage in two half-day ELA CCSS professional development sessions led by Instructional Coach and EL School Designer.
            - Teachers will engage in two half-day Expedition planning sessions in which specific complex text will be identified and ELA CCSS writing standards will be deepened in final products.
        - Weekly Grade Level Collaborative Planning Sessions
            - Balanced literacy components will be addressed in weekly ELA collaborative planning sessions where teachers will engage in data mining (i.e. using the ELA data flow chart, student-centered coaching strategies).
        - School-wide Phonics Training
            - Kindergarten and first grade teachers will implement the Wilson Phonics Program. Second and third grade teacher will implement the Recipe for Reading phonics program.
                - EIP teachers will create a scope and sequence for phonics lessons and walk teachers through the plan during collaborative planning.
                - EIP teachers will model phonics lessons for teachers and debrief with teachers afterwards.

        - NeuroNet Training
            - Teachers will participate in NeuroNet training with school system OT.
                - All first grade teachers will implement NeuroNet 4x/week in their classrooms.
                - All 2nd and 3rd grade students in Response to Intervention (RTI) for writing support will use the NeuroNet fluency component.
- **Initiative 2 —** An extended day learning lab program will be designed to target students performing at a specific level in reading. ***Refer to Title One criteria rubric.
    - **Group Responsible:** Teachers, IC, Principal, Title I Learning Lab Teacher, Title I Academic Guide
    - **Due Date:** October-May
    - **Action Plan**
        - Hire certified staff to run the learning lab.
        - Identified students will either attend morning or afternoon learning lab sessions.
        - Students identified Title I will track their growth with a weekly running record.
        - Students will receive interventions through Wilson Fundations, Fountas and Pinnell and NeuroNet.
        - Hire Title I Academic Guide.
        - Students identified Title I will meet weekly with the Academic Guide to review progress towards goals.
        - Students identified Title I will lead a parent conference once a month to communicate growth towards goals.
        - Academic Guide will lead monthly academic sessions for parents of students who are identified in Title I on strategies for support at home.
- **Initiative 3 —** The Data Inquiry Team will analyze, reflect on and present findings on Clairemont Elementary reading data.
    - **Groups Responsible:** Principal, IC, Data Inquiry Committee, EL School Designer
    - **Due Date:** September-May
    - **Action Plan:**
        - Data Inquiry Team will audit assessment tools used in the building.
        - Data Inquiry Team will name the purpose of each assessment tool.
        - Data Inquiry Team will identify trends in reading data — school-wide and grade level strengths and weaknesses.
        - Data Inquiry Team will review the data of students who are served in EIP, ESS, Title I and ESOL to identify strengths and weaknesses of the programs.
        - Data Inquiry Team will create a plan to share findings with all stakeholders, i.e. Data Inquiry Team will lead a data mining protocol with parents at a coffee chat.
        - Data Inquiry Team will make suggestions for next steps for the following year.

Even though we've see great growth in Math, we will continue to:

1. **Work on math fluency K-3**
2. **Math tutoring program 1st-3rd grade**
3. **March Math Madness Month**
4. **PTA Math Night**

GOAL AREA 2: Create a school culture that develops Habits of Scholarship in our students in order to leverage rigor, deeper learning and high quality work.

Strategic Plan Alignment: *Goal 1: Design an engaging and academically challenging 21st century learning environment that results in achievement for all students.*

Objective E: Ensure students' mastery of Common Core Georgia Performance Standards, Georgia Early Learning and Developmental Standards, and College and Career Ready Skills as measured by state, national, and international assessments.

Strategic Plan Alignment: *Goal 2: Develop and implement comprehensive support and engaging intervention strategies for students and their families.*

Objective C: Improve and implement meaningful engagement of families so they may help in assisting their children.

Core Practice Benchmark Alignment: *Core Practice Dimension: 1) Curriculum and 2) Culture and Character*

Core Practice Benchmark 7: Producing High-Quality Student Work
Core Practice Benchmark 26: Fostering Character

Performance Objective A: *Clairemont Elementary Implementation Review Scores will increase in identified areas connected to Habits of Scholarship and Deeper Lesson work:*
Assessment #4 — Communicating Student Achievement Data: Scores will move from 2 to 3.
Assessment #5 — Analyzing Data: Scores will move from 4 to 5.
Culture and Character #3 — Fostering Character: Scores will move from 3 to 4.
Performance Indicator: *Habits of Scholarship Rubric scores, Data Inquiry Committee minutes, EL Midyear Check-in with School Designer*

- **Initiative 1 —** School-wide and Student Culture Committee will lead staff in implementing instruction and assessment of Habits of Scholarship (collaboration, perseverance, craftsmanship) in their work with students (i.e. specific lessons, crew meetings, final products).
  - **Group Responsible:** Principal, IC, School-wide and Student Culture Committee, EL school designer
  - **Due Date:** September-May
  - **Action Plan:**
    - Committees, principal and IC will lead professional development with colleagues on HOS.
    - Teachers' lesson plans will include explicit teaching of HOS (i.e. crew meetings).
    - Teachers will craft HOS learning targets for lessons and final products.
    - School Culture Committee, Principal and EL School Designer will write grade level rubrics connected to HOS.
    - Teachers will teach students to track, reflect on, and share their progress on their growth of HOS.
    - Student spotlights will also include acknowledgement of the HOS.
- **Initiative 2 —** Staff will use the Deeper Lesson tool and the Quality Work tool and protocol when planning long-term lessons and expedition final products.
  - **Groups Responsible:** Principal, IC
  - **Due Date:** August-May
  - **Action Plan:**
    - Deeper Lesson Tool will be introduced and attached to current Deeper Learning work.
    - Deeper Lesson Tool will be reviewed periodically during collaborative planning.
    - Staff will use the Quality Work tool when designing expedition final products.
    - Staff will participate in two Quality Work protocols.
- **Initiative 3 —** Students identified for Title I will meet and confer with an Academic Guide.
  - **Groups Responsible:** Principal, IC, Academic Guide
  - **Due Date:** October-May
  - **Action Plan:**
    - Title I criteria will be identified.
    - Title I Academic Guide will be hired and trained.
    - Title I Academic Guide will meet with identified students once a week to:
      - Identify two goals — one academic and one Habits of Scholarship
      - Weekly goal check-in — i.e. evidence is identified to support goals
      - Monthly student-led conferences with parents to communicate growth towards goals

<u>GOAL AREA 3:</u> Create a school culture in which Clairemont families feel personally engaged and that aim to empower parents to be active members in all children's learning.
Strategic Plan Alignment: *Goal 5: Establish effective and engaging opportunities to develop and maintain mutual trust and respect between the school system and its community/stakeholders.*
Objective A: Improve external communications and collaboration
Objective C: Increase and improve quality engagement of all stakeholders.
Core Practice Benchmark Alignment: *Core Practice Dimension: Culture and Character*

Core Practice Benchmark 28: Engaging Families and the Community in the Life of the School

Performance Objective A:

- *A new engagement survey will be developed and implemented in the Spring of 2015 that better reflects our current work.*
- *Participation rate in completing the engagement survey will increase from 29% to 35%.*

Performance Indicator: *Family engagement survey, Participation data*

- **Initiative 1 —** SLT will use the CL Communication Plan to enhance communication and stakeholder engagement.
    - **Group Responsible:** Principal, SLT, PTA Board
    - **Due Date:** August-May
    - **Action Plan**
        - SLT Engagement Committee will review and identify current avenues to deliver information to families regarding SLT, school-wide initiatives and activities.
        - SLT will create a plan to advertise initiatives and activities using all facets of Clairemont communication including one to two new ways to communicate with families.
        - A PTA board member/PTA appointed person will participate on the SLT engagement committee.
        - Principal, PTA and SLT will include an engagement activity at PTA events that encourage interaction and team building among participants.
        - SLT and PTA will investigate a new/alternative venue to have an outside school community building activity for the second half of the year.
        - Each coffee chat will start with a team building initiative.
- **Initiative 2 —** Engagement committee will define and implement a plan deepen CL's partnership with the Decatur Housing Authority.
    - **Group Responsibilities:** Principal, SLT Committee, PTA Presidents
    - **Due Date:** September-October
    - **Action Plan**
        - Engagement committee will meet with DHA Director to brainstorm ways to deepen partnership and connect work.
        - Invite the DHA Director to all Clairemont events.
        - Use community center newsletter to actively promote events.
        - Coordinate activities with DHA director to facilitate transportation to Curriculum Nights and Learning Celebrations.
        - Hold two PTA/SLT events and/or PTA board meetings at the DHA community center.
        - Increase the number of monthly walking school buses from DHA to CL.

Performance Objective B:

- *Every 1st-3rd grader who falls between the 35-50% will have a tutor.*
- *70% of students enrolled in the SLT tutoring program will meet or exceed their math MAP growth projection.*

Performance Indicator: *Winter MAP Scores, Compass Reports*

- **Initiative 1 —** Expand avenues for increasing tutoring capacity
    - **Group Responsibilities:** Principal, SLT Achievement Committee
    - **Due Date:** September-May
    - **Action Plan**
        - Reach out to neighboring colleges
        - Reach out to High School
        - Reach out to Decatur Education Foundation

<u>GOAL AREA 4:</u> Create a school culture that engages all staff members and builds capacity for school wide leadership.

Strategic Plan Alignment: *Goal 3: Recruit, train and retain a diverse and highly engaged teaching, administrative and support staff.*

Objective B: Develop high performing faculty, staff, and School Leadership Teams

Core Practice Benchmark Alignment: *Core Practice Dimension: Leadership*

Core Practice Benchmark 36: Leading Professional Learning

Performance Objective A:

- *Create a staff survey to measure goal. This survey will create the baseline for next year. 80% of staff will complete the staff survey.*
- *Implementation Review Score for Leadership #5 — Professional Learning will hold between a 4 and 5.*

Performance Indicator: *informal feedback*

- **Initiative 1 —**Committee work and professional opportunities will align to staff interests and areas of strengths and build in opportunities for shared leadership.
  - **Group Responsible:** Principal, IC
  - **Due Date:** July-June
  - **Action Plan**
    - Staff culture committee will audit current ways staff members are recognized school-wide.
    - Staff will choose a committee based on interests and personal strengths.
    - Committees will design work based on established purposes and make recommendations to the principal.
    - Committees will meet monthly and report out to staff.
    - Staff will have opportunities to lead 1) faculty meeting PD 2) participate EL professional development that connects to leadership and 3) model lessons in an area of expertise.
- **Initiative 2 —** Wellness Committee and Staff Culture Committee will provide opportunities for staff to interact, build relationships and be acknowledged for successes.
  - **Group Responsible:** Principal, IC, Staff Culture Committee
  - **Due Date:** September-June
  - **Action Plan**
    - Staff culture committee will plan one activity a month.
    - Staff will discuss and decide on a possible ending year activity and/or retreat.
    - Staff will have the opportunity to participate in boot camp and yoga after school throughout the year.
    - Principal and IC will communicate to Central Office PR staff successes and accomplishments.
    - During Huddle Up, staff will acknowledge one another for demonstrating the EL Design Principles and Habits of Scholarship.