

The School Improvement Planning Process in the City Schools of Decatur shares leadership between district, building, and school council members.

This School Improvement Plan is submitted to the Board of Education for the City Schools of Decatur for the 2005.6 school year.



Clairemont Elementary School

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Data that guide our decision making at Clairemont Elementary

“Seeing” Data

Strengths	Challenges
Reading	Reading
<p>Grade 1 – 95% of our students meet or exceed standards for reading for meaning and 97% of our students meet or exceed standards for reading for meaning</p> <p>Grade 2 – 94% of our students meet or exceed standards for locating and recalling information and 92% of our students meet or exceed standards for reading for vocabulary improvement</p> <p>Grade 3 – 96% of our students meet or exceed standards for reading for meaning and 94% of our students meet or exceed standards for reading for vocabulary improvement</p>	<p>Grade 1 – 11% of African American students are exceeding standards in reading compared to 73% of white/non-Hispanic students; 89% of our students meet or exceed standards for reading for and locating information</p> <p>Grade 2 – 87% of male students met or exceeded standards in reading compared to 96% of female students; 87% of our students meet or exceed standards for reading for critical analysis</p> <p>Grade 3 – 30% of African American students are exceeding standards in reading compared to 86% white / non-Hispanic students</p>
English / Language Arts	English / Language Arts
<p>Grade 1 – 93% of our students meet or exceed standards for research process / resource materials</p> <p>Grade 2 – 100% of our students meet or exceed standards for research process / /resource materials</p> <p>Grade 3 – 88% of our students meet or exceed standards for research process / resource materials</p>	<p>Grade 1 – 85% of our students meet or exceed standards for grammar and mechanics</p> <p>Grade 2 – 86% of our students meet or exceed standards for grammar and mechanics</p> <p>Grade 3 – 69% of our students meet or exceed standards for sentence construction and revision; 82% of our students meet or exceed standards for grammar and mechanics</p>
Mathematics	Mathematics
<p>Grade 1 – 92% of our students meet or exceed standards for patterns and relationships / Algebra, 90% of our students meet or exceed standards for problem solving and for number sense and numeration</p> <p>Grade 2 – 98% of our students meet or exceed standards for number sense and numeration and for geometry, and 96% of our students meet or exceed standards for computation and estimation.</p> <p>Grade 3 – 92% of our students meet or exceed standards for number sense and numeration, for geometry and measurement, and for patterns and relationships / Algebra</p>	<p>Grade 1 – 85% of our students meet or exceed standards for computation and estimation</p> <p>Grade 2 – 90% of our students meet or exceed standards for patterns and relationships / Algebra and for computation; 94% of our students meet or exceed standards for problem solving</p> <p>Grade 3 – 76% of our students meet or exceed standards for problem solving; 86% of our students meet or exceed standards for statistics and probability</p>
	<p>At all grade levels fewer African American students in general meet or exceed standards in Reading, in English / Language Arts, and in Mathematics.</p>

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Data used in the creation of this school improvement plan: __GCRCT Spring 2005__

**Clairemont Elementary
2005-2008
Three-Year Continuous School Improvement Plan**

Goal 1: Ensure that all certified staff members are knowledgeable in Expeditionary Learning Schools (ELS) design principles and in the ELS active pedagogy.

Strategic Plan Goal: operate as one system

Objective 1.1: 95% of all certified staff employed at Clairemont for at least 75% of the day will be trained at off-site ELS professional learning opportunities and 95% of classified staff that works in instruction will be trained at on-site ELS professional learning opportunities.

Strategic Plan Benchmark: adopt best practices and make available

Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
1.1.1. Create list of staff and off-site ELS trainings attended	ELS site seminars ELS Institutes ELS National Convention	PTA curriculum nights September and January communication with parents Family participation in expeditions May ELS Showcase	List of staff members and a list of the professional learning opportunities in which they have participated	Professional Learning	ELS presenters ELS School Designer CL staff trained in ELS	85% trained FY 06 90% trained FY 07 95% trained FY 08
1.1.2. Principal, Instructional Coach, and ELS School Designer plan professional learning opportunities for on site or retreat learning times	Early Release Days Summer 06 Retreat Other on-site PL	FY07 Encourage PTA to consider sponsoring parent attendance at site seminars	List of staff members and a list of the professional learning opportunities in which they have participated	Professional Learning PTA funds	ELS School Designer CL staff trained in ELS	85% trained FY 06 90% trained FY 07 95% trained FY 08

Objective 1.2: 100% of staff working directly with instruction will implement ELS non-negotiables as identified by staff and ELS Action plan.

Strategic Plan Benchmark: adopt best practices and make available

Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
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1.2.1. Develop and revise list of non-negotiables.	Staff retreats ELS on-site training	Communicate non-negotiables through morning assembly and newsletter	ELS Annual Implementation Review ELS Teacher Self-Assessment	Professional Learning	Certified and classified staff ELS School Designer	Yearly Retreats
1.2.2 Distribute list and reference throughout year.	N/A	N/A	Debrief school events through list of non-negotiables	Funds not needed	Principal Instructional Coach	On-going

Objective 1.3: 100% of staff working directly with instruction will implement Responsive Classroom strategies to encourage a caring school culture.

Strategic Plan Benchmark: adopt best practices and make available

Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
1.3.1. Read and implement “The First Six Weeks of School”	Staff retreats ELS on-site training Faculty meeting discussions	Families will be notified about use of “The First Six Weeks of School” through school and classroom newsletter articles.	Walk-thrus conducted by staff, ELS school designers, and parent volunteers	Professional Learning	Certified and classified staff Instructional Coach ELS School Designer	June 2005 On-going
1.3.2 Recognize students who do their personal best, respect learning and others, and embrace a positive, caring, attitude by continuing the “Clairemont Character Counts (CCC) Club”	N/A	Families will be notified when their children are in the CCC Club, so they can celebrate the accomplishment at home.	Discipline referrals to the office will decrease Students with former discipline referrals will be identified to be in the CCC Club at least once during the school year.	Administrative Funds	Principal	September 2005 – May 2008

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<p>Clairemont Elementary School 2005-2008 Three-Year Continuous School Improvement Plan</p>
<p>Goal 2: Provide rigorous, engaging work for students through a team approach to instructional planning</p>
<p>Strategic Plan Goal: improve academic achievement for all students</p>

Objective 2.1: Certified staff will team up to develop well-planned, meaningful expeditions as described in timeline.						
Strategic Plan Benchmark: ensure school curriculum is aligned						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
2.1.1. Teams will plan and implement at least one new expedition each year	Training from ELS staff ELS Site seminars Collaborative planning	“Experts” from the community will be invited to participate in implementation of expeditions	ELS Implementation Review (target area 1)	local and state instructional funds	ELS presenters ELS School Designer Instructional Coach	1 team expedition FY 06 1 new team expedition, 1 revised team expedition FY 07 1 team expedition (new or revised) + 1 team or individual expedition FY 08

Objective 2.2: Develop a menu of investigations for implementation between expeditions.						
Strategic Plan Benchmark: create a collaborative environment						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
2.2.1. Teams and/or individual teachers will plan investigations for use by self or by other teachers at that grade level	Training from ELS staff ELS Site seminars Collaborative planning	Families will help develop database of resources for investigations. “Experts” from the community will be invited to participate in implementation of investigations	ELS Implementation Review (target area 3)	local and state instructional funds	ELS School Designer Instructional Coach	1 individual investigation FY 06 or FY 07 1 new individual investigation FY 07 or FY 08 Individual investigations to be utilized between expeditions during FY 09

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<p>Clairemont Elementary 2005-2008 Three-Year Continuous School Improvement Plan</p>
<p>Goal 3: Improve academic achievement in reading in grades 1-3.</p>
<p>Strategic Plan Goal: reduce the achievement gap</p>

<p>Objective 3.1: African American students in grade 1 exceeding CRCT reading standards will increase from 11% to 25%.</p>
<p>Strategic Plan Benchmark: use frequent data analysis</p>

Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
3.1.1. Analyze CRCT data yearly	Early Release in September – review and discuss how to use disaggregated data	When test results arrive teachers will analyze individual student data to identify for parents one area of strength and one area to work on over the summer.	Teachers will develop a plan for improving reading achievement	Funds not needed	Principal Instructional Coach	September / October 2005 - 2008
3.1.2. Kindergarten teachers will conduct action research to assess achievement of former K students who scored a DRA level 2 or 3 in Spring of their kindergarten year	Develop understanding of how to conduct action research	Presentation to families regarding findings	Determine if students who score a DRA level 2 or 3 in Spring of their kindergarten year are able to progress to a level 16 or better by the end of 1 st grade	Professional Learning	Kindergarten team First grade team Instructional Coach IST teachers working with 1 st grade	September 2005 – May 2008
3.1.3. Add mini-lessons to focus on locating and recalling information	Training with Karen Caine and others experienced in reading and writing workshop		CRCT scores will improve to be 16% FY 06 20-21% FY 07 25% FY 08	Title I funds K-8 funds	First grade team Karen Caine Instructional Coach Principal	September 2005 – May 2008 as needed or as experts are available
3.1.4. Provide more	Training with Karen	Parent and	Time allotted to	Funds not needed	First grade teachers	September 2005 – June

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contact time in guided reading and in writing workshop	Caine and/or Dianna Watson	community tutors	reading/writing workshop as documented in lesson plans		and Instructional Support Teachers	2006
3.1.5. Set school wide goal for Accelerated Reader to include 90-100% toward personal goal AND average 80% or better for a score on quizzes.	N/A	Encourage parents to read with their children and to come in with them to take AR tests. Send books home with students so families can read together.	90% of students who read 90-100% toward their goal will comprehend with 80% accuracy or better	Funds not needed	Media Specialist Certified staff	January 2006 – May 2008

Objective 3.2: Male students in grade 2 meeting or exceeding CRCT reading standards will increase from 87% to 95-100%.						
Strategic Plan Benchmark: use frequent data analysis						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
3.2.1. Analyze CRCT data yearly	Early Release in September – review and discuss how to use disaggregated data	Communicate data	Teachers will develop a plan for improving reading achievement	Funds not needed	Principal Instructional Coach	September / October 2005 - 2008
3.2.2. Work with experts to improve instruction in reading and writing workshop	Training with Karen Caine and others experienced in reading and writing workshop	Families as tutors and classroom volunteers	CRCT scores will improve to be 92% FY 06 95% FY 07 100% FY 08	Professional Learning Title I funds K-8 funds	Second grade team Karen Caine Instructional Coach Principal	September 2005 – May 2008 as needed or as experts are available
3.2.3. Use non-fiction topics to develop reading skills. Focus on finding non-fiction books at students' reading levels	N/A	Families as tutors Bring in family members as "experts" to motivate students	CRCT scores will improve to be 92% FY 06 95% FY 07 100% FY 08	Instructional Funds Title I funds	Second grade teachers, Instructional Support teachers, Media Specialist	2005-2006 School Year
3.2.4. Set school wide goal for Accelerated Reader	N/A	Encourage parents to read with their children and to	90% of students who read 90-100% toward their goal	Funds not needed	Media Specialist Certified staff	January 2006 – May 2008

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to include 90-100% toward personal goal AND average 80% or better for a score on quizzes.		come in with them to take AR tests. Send home books with students, so families can read together. Annual PTA Family Reading Night in February	will comprehend with 80% accuracy or better			
3.2.5. Assess collection to determine need for additional materials	N/A	Parents assist with classroom inventories	Use Alexandria and classroom inventory of books to assess ratio of fiction books to non-fiction books	Funds not needed	Media specialist Classroom teachers Instructional Coach Family volunteers	Spring 2006 and on-going

Objective 3.3: African American students in third grade exceeding CRCT reading standards will increase from 30% to 45%.						
Strategic Plan Benchmark: use frequent data analysis						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
3.3.1. Analyze CRCT data yearly	Early Release in September – review and discuss how to use disaggregated data	Communicate data	Teachers will develop a plan for improving reading achievement	Funds not needed	Principal Instructional Coach	September / October 2005 - 2008
3.3.2. Work with experts to improve instruction in reading and writing workshop	Training with Karen Caine and others experienced in reading and writing workshop	Parent conferences Parent meeting in January to discuss state promotion standards for grade 3	CRCT scores will improve to be 35% FY 06 40% FY 07 45% FY 08	Professional Learning	Third grade team Karen Caine Instructional Coach Principal	September 2005 – May 2008 as needed or as experts are available
3.3.3. Set school wide goal for Accelerated Reader to include 90-100% toward personal goal AND average 80% or better for a score on quizzes.	N/A	Encourage parents to read with their children and to come in with them to take AR tests. Students check out books to take home to read with families.	90% of students who read 90-100% toward their goal will comprehend with 80% accuracy or better	Funds not needed	Media Specialist Certified staff	January 2006 – May 2008

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		Annual PTA Family Reading Night in February				
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<h2 style="margin: 0;">Clairemont Elementary</h2> <h3 style="margin: 0;">2005-2008</h3> <h1 style="margin: 0;">Three-Year Continuous School Improvement Plan</h1>
<p>Goal 4: Improve academic achievement in mathematics in grades 1-3.</p> <p>Strategic Plan Goal: reduce the achievement gap</p>

Objective 4.1: Raise computation scores for first grade students meeting or exceeding CRCT math standards to 95-100%						
Strategic Plan Benchmark: ensure curriculum is consistent						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
4.1.1. Encourage K teachers to incorporate Math Their Way practices in teaching of kindergarten math curriculum.	Provide Math Their Way training to K teachers	Provide families with ideas for games to play at home Provide materials for games.	Create/adapt math assessment focusing on alignment with MTW to progress report and report card Teacher observation Everyday Math baseline assessments	Funds not needed	Math Coordinator or other Math Their Way experts	Spring 2006 – Summer 2008
4.1.2. Add computation to math homework which is differentiated for students	N/A	Families involved in homework activities	CRCT scores will improve to be 88-90% FY 06 90-95% FY 07 95-100% FY 08	Funds not needed	Math Coordinator	October 2005 – May 2006
4.1.3. Include computation activities as sponge activities	Learn about additional computation sponge activities	Provide parents with ideas about how to use “sponge” activities at home, in car, etc.	CRCT scores will improve to be 88-90% FY 06 90-95% FY 07 95-100% FY 08	Funds not needed	Math Coordinator Instructional Coach	October 2005 – May 2006
4.1.4. Begin using computation games	Learn more about computation math	Families can make and play	CRCT scores will improve to be	Funds not needed	First grade teachers Math Coordinator	January 2006 – May 2008

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earlier in the school year	games	computation games at home Family members can come during math time to assist with math games	88-90% FY 06 90-95% FY 07 95-100% FY 08			
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Objective 4.2: Raise percentage of second grade students meeting or exceeding standards in patterns and relationships to 95-100%

Strategic Plan Benchmark: adopt best practices and make available

Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
4.2.1. Focus on using language that includes key verbage used in standardized tests	Generate a list of key language	Communicate key language and meaning to families to practice with students during time away from school. Use homework assignments, class newsletters, and school newsletter to communicate language.	CRCT scores will improve to be 90-93% FY 06 93-97% FY 07 95-100% FY 08	Funds not needed	Math Coordinator Instructional Coach	October 2005 – May 2008
4.2.2. Practiced counting by 2's, 4's, 5's, & 10's beginning from any number (include in Spanish and Music activities)	N/A	Encourage families to do the same thing during time away from school	CRCT scores will improve to be 90-93% FY 06 93-97% FY 07 95-100% FY 08	Funds not needed	Math Coordinator Instructional Coach	October 2005 – May 2008

Objective 4.3: Raise percentage of third grade students meeting or exceeding standards in problem solving to 90%

Strategic Plan Benchmark: adopt best practices and make available

4.3.1. Add work problems to Mountain Math activities	N/A	N/A	CRCT scores will improve to be 76-80% FY06 80-85% FY07 85-90% FY08	Funds not needed	Math Coordinator	October 2005 – May 2008
4.3.2. Provide students with more opportunities to	N/A	Encourage families to work together to solve "word	CRCT scores will improve to be 76-80% FY06	Funds not needed	Math Coordinator Instructional Coach Links Teacher	October 2005 – May 2008

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solve problems in teams		problems” at home	80-85% FY07 85-90% FY08			
4.3.3. Add games such as Jeopardy or Guess and Check to math games used in classroom	Workshop on math games / problem solving games	Teach games to families and encourage game playing at home Annual PTA Family Game Night featuring games that can teach math skills	CRCT scores will improve to be 76-80% FY06 80-85% FY07 85-90% FY08	Funds not needed	Math Coordinator	October 2005 – May 2008 November 2006

Objective 4.4: Assist grades 1-3 in raising computation scores by beginning to teach K students about number families						
Strategic Plan Benchmark:adopt best practices and make available						
Action Steps	Professional Learning	Family Engagement	Evaluation	Fiscal Resources	Human Resources	Timeline
4.4.1. Teach K students number families 5 and 7	N/A	Families can work at home with students to help them learn the number families	70% of K students will know the 5 & 7 number family facts	funds not needed	K team	Beginning spring 2006
4.4.2. Focus on patterns in numbers including a focus on the number grid, patterns, and how to use the number grid	Read about ways to use grid.	Teach parents about number grids and how to talk to students about use of a number grid	Everyday Math Assessments Teacher observation	Funds not needed	K team Math Coordinator	Beginning October 2005
4.4.3. Develop number sense through increased use of Math Their Way activities	Math Their Way training	Teachers include MTW activities as homework	Everyday Math Assessments Teacher observation	Professional Learning	Instructional Coach Math Coordinator Other MTW trainers	Beginning spring 2006

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