

Clairemont Elementary Workplan 2024-2025

Mission Statement

The Clairemont community cultivates and gathers together to encourage heads full of knowledge, hearts full of character, and hands full of experiences.

Vision Statement

We strive to cultivate an educational foundation that empowers students to realize their full potential, thrive as productive global citizens, ignite positive change, and create a more just and equitable world.

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| Leadership | | |
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| Key Core Practice(s) | Core Practice 37: Ensuring High-Quality Instruction | |
| Performance Benchmarks | | |
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| Leadership Outcomes | Leadership Outcome Measures | |
| Through a culture of advancing excellent, equitable outcomes for all, the Clairemont leadership team will commit to providing Tier 1 instructional support based on observational feedback and alignment with EL Core Practices. | -Observation & Feedback schedule -Walkthrough & Classroom observation data -Maintain & improve ratings on EL Implementation Review | |
| Teacher Outcomes (if applicable) <i>(Consider growth on targeted IR indicators)</i> | Teacher Outcome Measures (if applicable) | |
| Through a culture of advancing excellent, equitable outcomes for all, the Clairemont leaders and teachers will commit to providing Tier 1 instructional support based on observational feedback and alignment with EL Core Practices. | Walkthrough & Classroom Observation data Implementation Review Survey (Planning and Delivering Effective Lessons) | |
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| Theory of Action | | |
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| If leaders . . . <i>What will leaders do to create the conditions or adult learning necessary to reach our goals?</i> | Then teachers . . . <i>What impact will leaders' actions have on teachers' mindsets and practices?</i> | So students . . . <i>What impact will teachers' mindsets and practices have on student outcomes?</i> |

| | | <i>How will we know?</i> |
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| If we develop ongoing professional learning around high-quality tier 1 instruction, promote a culture of continual feedback, and engage in regular classroom observations, both evaluative and non-evaluative, to ensure high levels of achievement for all students... | Teachers will utilize the new knowledge gained from professional learning and the observational feedback from leadership to align tier 1 instruction with the rigor of standards, ensuring high achievement levels for all students. | Students will engage in rigorous, standards-focused lessons through a scaffold approach that ensures the needs of all students are met. |
| Structures, Actions, and Support | | |
| Leadership Structures and Actions to Support Work Plan | EL Education Support | |
| <ol style="list-style-type: none"> 1. Develop a classroom visit/observation schedule 2. Engage in regular debrief sessions following visits/observations a minimum of 1x/month. | <p>Strategic Planning Cycle</p> <ul style="list-style-type: none"> - Work Planning - MYR - Implementation Review - EOYR <p>Provide professional development</p> <ul style="list-style-type: none"> - Three Dimensions - Core Practices - Curriculum Supports - Data Analysis <p>Walkthroughs</p> <ul style="list-style-type: none"> - Dimensions Data Platform - Progress Monitoring | |

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| Mastery of Knowledge and Skills | | |
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| Multi-Year Impact Goals | Clairemont's student achievement will increase by five percentage points each year through the end of the 26-27 school year, as measured by Fall to Spring STAR assessment data. | |
| Key Core Practice(s) | Core Practice: Ensuring High Quality Instruction (link core practice) | |
| Problem of Practice | | |
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| Identified Problem | Contributing Factors <i>Why does the problem exist?</i> | Adult Learning Targets to Address Problem <i>What do we need to focus on to address the problem?</i> |
| Based on observations, tools, strategies, and agreed-upon resources are used, however, the lesson lacks the needed customization that addresses the needs of the learners without compromising the rigor in instruction and tasks. | <u>Why are we in this present state?</u> People do not know how to veer away from the plan that is given. Fear of being out of compliance, not operating with fidelity. New teachers are not yet comfortable enough to differentiate. <u>Why?</u> The messaging has been to align with the plan/goal without any deviation. Therefore, staff consistently adheres to the plan without customizing, when needed, to fit the needs of their learners. <u>Why do you think the staff is so bent on</u> | What do you need to shift the way teachers approach the work? As a staff, there needs to be: <ul style="list-style-type: none">● An understanding of what is tight and what is loose.● We need to learn and understand each student as a learner. Lead and model the intentional preparation of using the established learning plans and be responsive to learners. |

| | <p><u>compliance?</u></p> <p>Our systems/structures are not tight enough to deliver high-quality, rigorous instruction aligned to the complexity of grade-level standards.</p> <p>Tools, strategies and agreed-upon resources are used, however, each lesson needs to be customized for the needs of their learners without compromising the rigor in instruction and tasks.</p> | |
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| Performance Benchmark | | |
| Student Outcomes | Student Outcome Measures | |
| Increased achievement outcomes from Fall to Spring by 5%, as measured by STAR, in the areas of Reading and Math. | <p>Benchmark 1: 5% Math & Reading overall achievement increase by the Spring STAR administration.</p> <p>Benchmark 2: 80% of students will meet the projected growth target</p> <hr/> <p>STAR Fall & Spring assessments Fall-Beginning of Year (Baseline: TBD after Fall administration) Spring-End of Year STAR Growth Reports STAR Subgroup Reports</p> | |

| Teacher Outcomes (if applicable) <i>(Consider growth on targeted IR indicators)</i> | Teacher Outcome Measures (if applicable) |
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| | CSD Walkthrough tool (Indicators 4, 6, 8) TKES Professional Learning Goal |

| Theory of Action |
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| If leaders . . . <i>What will leaders do to create the conditions or adult learning necessary to reach our goals?</i> | Then teachers . . . <i>What impact will leaders' actions have on teachers' mindsets and practices?</i> | So students . . . <i>What impact will teachers' mindsets and practices have on student outcomes? How will we know?</i> |
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| <ul style="list-style-type: none">-Build instructional leadership capacity by widening the perspective of what rigorous learning could look like & sound like (P)- Establish clear indicators that demonstrate evidence of increased instructional rigor (P/AP/IC)-Will unpack grade level standards to ensure teacher understanding of the standards' expectation/mastery (IC)-Support in the planning of weekly lessons that explicitly include evidence of activities with student misconceptions and how to address them (IC)-Develop a coaching cycle that allows | <ul style="list-style-type: none">-Develop learning targets that reflect the mastery of the standard with all its complexity-Explicitly state success criteria and continue to utilize current CFU practices with clear success criteria in mind.-Deliberate activities designed with anticipated student misconceptions in mind and how to address misconceptions. All activities will be aligned to the rigor of the standards with a specific emphasis on | <ul style="list-style-type: none">-Experience increased academic achievement in the areas of Math & Reading as measured by end-of-semester STAR assessments. <p>**Considering STAR assesses achievement at the end of semesters 1 & 2, the end-of-unit assessments will also be analyzed to assess achievement.</p> |

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| Implementation Goal(s) | <i>What adult LTs will guide the implementation of TOA?</i> |
| Implementation Progress Monitoring | <p><i>How will we measure how well the TOA is implemented? How frequently will we monitor progress? How will we leverage interim assessments and data protocols that center equity?</i></p> <p>Weekly PLC & Collaborative planning meetings Walkthroughs, Formal observations, & Canvas Visits</p> |
| Related Walkthrough Indicators | CSD Walkthrough tool |

| Character | | |
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| Multi-Year Impact Goal | <p>Clairemont will develop students with the habits of scholarship and character needed for success as effective learners, ethical people, and who contribute to a better world in their approach to learning and their interactions with others and the community.</p> <p>Clairemont students are becoming more effective learners and ethical people who contribute to a better world.</p> <ul style="list-style-type: none">● 100% of Clairemont students and staff will feel safe, seen, and successful.● Increase students' application of CREW (HOC) and HOS as determined by student focus groups. <p>Character Progress Monitoring</p> <ul style="list-style-type: none">● Utilize crew as a structure to teach equity-related topics & PBIS lessons.● Implement PBIS structures and utilize SWIS to monitor data | |
| Key Core Practice(s) | <ul style="list-style-type: none">● Core Practice 22: Fostering Habits of Character | |
| Problem of Practice | | |
| Identified Problem | Contributing Factors <i>Why does the problem exist?</i> | Adult Learning Targets to Address Problem <i>What do we need to focus on to address the problem?</i> |
| A varied understanding of how we build character through existing structures (Habits of Character, HOS, CREW, PBIS, NNN) impacts how student behavior is addressed, resulting in disproportionate outcomes in discipline data for students of color. | <p>A lack of coherence in how we activate our existing structures to support students in building habits of character, scholarship, and school positive reinforcement.</p> <p>Limited self-awareness along with limited developmentally appropriate direct instruction and expectations</p> | <ul style="list-style-type: none">● I can analyze the intended impacts of HOC, HOS, PBIS, and NNN on the culture of CREW at CL.● I reinforce expectations and academic mindset by modeling and referencing my decisions and when praising, redirecting, or discussing |

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| | <p>Based on the results of the Implementation Review, teachers misinterpret</p> <p>There is not an established professional development practice in place to support teachers in understanding how we build and implement character through existing structures.</p> | <p>student behavior.</p> <ul style="list-style-type: none"> ● I recognize the complexity of character development and plan specific opportunities for students to practice, develop, reflect, and make amends when challenges occur. <p>Examples include: Understand your culture and how it affects your classroom practices and environment.</p> <ul style="list-style-type: none"> ● Help teachers understand the why? ● Understand the impact of how these different initiatives. ● How do all of these programs merge together through (Modeling, Structures in place, and Expectations)? <p>CREW Meeting (Explaining the expectations) Have other tools to help us do that habits of character and habits of scholarship</p> <p>Name the HOC/HOS that you will show today in your toolbox to meet that expectation.</p> <p>When you go to the cafeteria this is how you show crew and these are the tools to help you get there.</p> <p>Design staff meetings and PLCs in that manner to help teachers understand that process.</p> <p>I am generous with praise, celebration, and congratulatory words. Refer to the Habits of Character when</p> |
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| | | praising, redirecting, or discussing student behavior. |
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| Performance Benchmarks | | |
| Student Outcomes | Student Outcome Measures | |
| <p>A decrease in the number of referrals during recess, specials, and lunch.</p> <p>A decrease in the number of referrals made for black males.</p> | <p>SWIS Data</p> <p>Student Focus Groups</p> <ul style="list-style-type: none"> Potential Focus Group Questions: (Crew Survey Questions) <ul style="list-style-type: none"> What do you want your teacher to know about you? How honest can you be about your thoughts and opinions in class? Does your teacher know you? How often do you get to lead Crew activities? Do you feel others in your teacher and class respect you? | |
| Teacher Outcomes (if applicable) <i>(Consider growth on targeted IR indicators)</i> | Teacher Outcome Measures (if applicable) | |
| <ul style="list-style-type: none"> Increased teacher-student relationships Positive reinforcements of consequences Modeling expected behaviors Use the GRID structure of Crew - (greeting, reading, initiative, and debrief) within all CREW lessons (CP23 Section | <p>SWIS Data</p> <p>Annual IR data - (teachers and leaders) 14.2 - (leader, exemplary)</p> | |

- C)
- Unpacking of HOC and HOS

14.2

29% **to 75%** of staff strongly agree:

I reinforce Habits of Scholarship as part of daily instruction by doing ALL of the following: (a) discussing (i.e. "unpacking") Habits of Scholarship to clarify student understanding (b) including planned reflections on Habits of Scholarship within instructional routines and lessons (c) requiring students to track their progress related to desired Habits CP 22.A.4, A.5

14.3

41% **to 75%** of staff strongly agree:

I plan specific opportunities for students to practice empathy, integrity, respect, and compassion as part of classroom activities, Crew, and when out in the community. CP 22.A.3, A.4

14.3 - (leader, moderate to exemplary)

14.2 - (teacher increase in a rating of strongly agree from 29% to 75%)

14.3 - (teacher increase in a rating of strongly agree from 41% to 75%)

Crew Walkthrough Data

Theory of Action

| If leaders . . . <i>What will leaders do to create the conditions or adult learning necessary to reach our goals?</i> | Then teachers . . . <i>What impact will leaders' actions have on teachers' mindsets and practices?</i> | So students . . . <i>What impact will teachers' mindsets and practices have on student outcomes? How will we know?</i> |
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| Leaders establish a culture of Crew among staff that supports and is a model for the culture of Crew, providing staff opportunities to lead crew. | Teachers establish a culture of Crew among students that supports and is a model for the culture of Crew, providing opportunities to lead crew. | All students are comfortable showing up as their true, authentic selves. |
| Leaders create systems to overcome challenges to a positive culture of Crew | Teachers implement systems to overcome challenges to a positive culture | All students will have the opportunity to make amends as they reflect on their behavior. |

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| <p>(protocols, staff members backgrounds etc.)</p> <p>Leaders will model using HOC to address student behavior, monitor the impact of how student behavior is addressed, and provide feedback to teachers.</p> <p>Leaders will lead professional development with teachers that analyzes intended impacts, reinforces expectations and provides opportunities to practice, develop, and reflect.</p> | <p>of student Crew (protocols, student backgrounds etc.)</p> <p>Teachers will model using HOC to address student behavior and provide feedback to students and opportunities for reflection.</p> <p>Teachers will restore a productive relationship with students in order to embrace the opportunity for the teacher to welcome students back into the Crew.</p> | |
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| <p>Implementation Goal(s)</p> | <p><i>What adult LTs will guide the implementation of TOA?</i></p> <ul style="list-style-type: none"> • I can reinforce expectations and academic mindset by modeling and referencing my decisions and when praising, redirecting, or discussing student behavior. • I can recognize the complexity of character development and plan specific opportunities for students to practice, develop, reflect, and make amends when challenges occur. • I can use the HOC as the foundation of a positive approach to schoolwide expectations. | |
| <p>Implementation Progress Monitoring</p> | <p><i>How will we measure how well the TOA is implemented (should include Crew survey)? How frequently will we monitor progress?</i></p> <p>IR CREW Walkthrough Indicators SWIS Referrals</p> | |

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| | <p>Leaders facilitate ongoing staff PD referencing Management in the Active Classroom (expectations, teacher language)</p> <p>Core Practice 23: Building the Culture and Structure of Crew (B&C)</p> |
| Related Walkthrough Indicators | Crew Walkthrough Indicators: |

| High-Quality Work | | |
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| Multi-Year Impact Goal | Clairemont students in every grade level regularly create work that demonstrates increasing ability in complexity, authenticity, and craftsmanship. | |
| Key Core Practice(s) | Core Practice 12: Planning for and Supporting High-Quality Student Work (A1c) | |
| Problem of Practice | | |
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| Identified Problem | Contributing Factors <i>Why does the problem exist?</i> | Adult Learning Targets to Address Problem <i>What do we need to focus on to address the problem?</i> |
| Drive student mastery by customizing the district's math plans to <i>authentically</i> account for the learning needs of all students without compromising the rigor of standards. | It is difficult for some teachers to veer away from instructional plans in order to differentiate lessons to meet the needs of their students. | I can meaningfully plan to address students' misconceptions. I can identify questions to support students in reaching mastery of math lessons. |

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| | | <p>I can design tasks that support all students to do higher order thinking. (prioritize multiple perspectives) (models, critiques, and descriptive feedback).</p> <p>I can customize tasks within the math learning plans to scaffold all students' higher order thinking (prioritize multiple perspectives) (providing models, critiques, and descriptive feedback).</p> <p>I can anticipate and plan for student misconceptions.</p> <p>I can identify questions that deepen students understanding and mastery of standards.</p> |
| Performance Benchmarks | | |
| Student Outcomes | Student Outcome Measures | |
| Students at every grade level will produce high-quality work and self-assess their work using the High-Quality Work checklist. | High-quality work Protocol on daily tasks with an emphasis on math | |
| Teacher Outcomes (if applicable) | Teacher Outcome Measures (if applicable) | |
| During Fall & Spring, teachers will provide students with an opportunity to create high-quality-products and address relevant math standards when possible. | Teacher task cards, rubrics, and checklists that support high-quality work. | |

| Theory of Action | | |
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| <p>If leaders . . .</p> <p><i>What will leaders do to create the conditions or adult learning necessary to reach our goals?</i></p> | <p>Then teachers . . .</p> <p><i>What impact will leaders' actions have on teachers' mindsets and practices?</i></p> | <p>So students . . .</p> <p><i>What impact will teachers' mindsets and practices have on student outcomes? How will we know?</i></p> |
| <p>Support teachers to create challenging activities that require students to deepen their mathematical understanding to apply to real-world scenarios.</p> | <p>Create grade and developmentally rigorous real-world mathematical learning and tasks.</p> <p>Provide specific feedback that allows students to reflect on their own work products using the High-Quality checklist</p> | <p>Produce High-Quality work that demonstrates rigor aligned with the standards</p> <p>Utilize the High-Quality checklist to gauge the quality of their work and adjust where needed (with any needed guidance)</p> |
| <p>Implementation Goal(s)</p> | <p><i>What adult LTs will guide implementation of TOA?</i></p> <ul style="list-style-type: none"> • I can customize tasks within the math learning plans to scaffold all students' higher-order thinking (prioritize multiple perspectives) (providing models, critiques, and descriptive feedback). • I can anticipate and plan for student misconceptions. • I can identify questions that deepen students' understanding and mastery of standards. | |
| <p>Implementation Progress Monitoring</p> | <p><i>How will we measure how well the TOA is implemented? How frequently will we monitor progress? How will we leverage interim assessments and data protocols that center equity?</i></p> | |
| <p>Related Walkthrough Indicators</p> | | |

| Calendar of EL Education Support Number of Service Days: 10 | | |
|---|---|---|
| Date | Focus/Connection to Work Plan | Notes/Resources |
| September | 9-11-24 (full day) 9-18-24 (half day) | Staff PD-Unpack walkthrough indicators Canvas Visit 9-11:30 am |
| October | No dates; full calendar for everyone | |
| November | 11-5-24 (half day) 11-14-24 (full day) | Work Plan check-in Staff PD *need to confirm the focus |
| December | 12-16-24 | HQW Protocol |
| January | 1-24-25 | Mid-Year Review |
| February | | |
| March | 3-18-25 | Work Plan check-in & Staff PD or Walkthrough |
| April | 4-29-25 | Implementation Review |
| May | No dates; full calendar for everyone | |
| June | 6-6-25 | End-of-Year Review |
| July | 7-10-25 | Work Plan development |
| August | 8-6-25 | Work Plan check-in |

| Credential Level Impact | | |
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| | Eligibility | Work Plan Checklist |
| Mastery of Knowledge and Skills | <p>Growth and Achievement (at least one of three):</p> <p><input type="checkbox"/> Overall student achievement shows outperformance of district or state for at least two of the previous three years (80% or more for subgroups)</p> <p>OR</p> <p><input type="checkbox"/> School growth reveals school's average student proficiency has grown at rate faster than state over the course of a three-year period (80% or more for subgroups)</p> <p>OR</p> <p><input type="checkbox"/> Student growth on interim test data (NWEA, MAP, etc.) demonstrates that 60% or more of students have met annual growth target for at least two of the consecutive three years (80% or more for subgroups)</p> | <p><input type="checkbox"/> Priorities for deeper learning (see Deeper Learning Framework)</p> <p><input type="checkbox"/> Progress monitoring priorities</p> <p><input type="checkbox"/> Interim or benchmark assessments</p> <p><input type="checkbox"/> Data protocols that center equity</p> |
| Character | <p><input type="checkbox"/> Implementation Review - overall score of 90 or above</p> <p><input type="checkbox"/> Implementation Review - average score of 3.5 or higher across Character items 13-16</p> | <p><input type="checkbox"/> Crew data (i.e. walkthroughs)</p> <p><input type="checkbox"/> Character survey (to be administered at least twice per year)</p> <p><input type="checkbox"/> Optional: attendance data, discipline referral data, focus groups, etc.</p> <p><input type="checkbox"/> Commitment to Better World Day</p> |
| HQW | <p><input type="checkbox"/> Submission of at least three student work samples to Models of Excellence (from three different grades and three different students)</p> | <p><input type="checkbox"/> Commitment to HQW protocol (at least twice annually)</p> <p><input type="checkbox"/> Commitment to submitting student work to</p> |

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| | | Models of Excellence |
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2024-2025

**Clairemont Elementary
School Work Plan & Title I Targeted Assistance
Plan**

Tatrabian Lockwood, Principal

Revised 09/16/2024

Clairemont Elementary 2024-2025 Title I Targeted Assistance Plan

1. **Description of the method by which children are to be identified by the school as failing, or most at risk of failing to meet the challenging State academic standards based on multiple, educationally related, objective criteria by teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel.**
 - **children not older than age 21 who are entitled to a free public education through grade 12; and**
 - **children who are not yet at a grade level at which to local agency provides a free public education. Sec. 1115 (b) (1) & Sec. 1115 (c) (1) (A-B)**

Selection Process: All students in the school are ranked according to multiple criteria. Points are assigned based on these criteria. Students are ranked according to point totals and served according to the greatest need. Students with the lowest point scores may be placed on a waiting list as needed and their academic progress monitored. Students cannot be skipped without justification documentation. Eligible students who receive additional reading/language arts instruction through Special Education classes must have this indicated on their IEP. If parents decline services, this will be appropriately documented. Title I coordinates support with other academic support programs to ensure that all students are receiving the most appropriate level of services needed in the most appropriate environment for each student. This coordination of service also includes students that are served through multiple intervention programs. Multiple selection criteria were used to determine the students with the greatest needs. The criteria is below:

Math:

Kindergarten:

- STAR Math
- GKIDS

1st Grade:

- STAR Math
- GLOSS – Georgia Numeracy Project

2nd Grade:

- STAR Math
- GLOSS – Georgia Numeracy Project

2. A description of the supplemental programs, activities, and academic courses necessary to provide a well-rounded education.

Clairemont Elementary School implements the Georgia Standards of Excellence in the areas of Reading, English Language Arts, Math, Social Studies, and Science. As part of the EL Education network of schools, the school focuses on the “Three Dimensions of Student Achievement Mastery of Knowledge and Skills, Character, and High-Quality Work. The Three Dimensions of Student Achievement allow students to demonstrate proficiency and deeper understanding of concepts, apply their learning, think critically, communicate clearly, work to become effective learners, work to become ethical people, contribute to a better world, create complex work, demonstrate craftsmanship, and to create authentic work. Clairemont Elementary School will utilize Positive Behavioral Intervention and Supports (PBIS) school-wide. Classroom PBIS strategies are important tools to decrease disruption, increase instructional time, and improve student social behavior and academic outcomes.

3. A description of methods and instructional strategies that will be provided to strengthen the academic program of the school, which may include: expanded learning time, before or after school programs, summer programs and opportunities, a school-wide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). Sec. 1115 (b) (2) (B) (i-ii).

After completing the school’s improvement plan, Clairemont’s focus area for the 2024-2025 school year will be math. Math skills and strategies on the primary level are crucial to creating the firmest foundation for student success and ensuring that students are “college and career ready” by the time they graduate high school. Research shows that “high-quality early intervention can change a child’s developmental trajectory and improve outcomes for children and their families.” Our goals are for students to meet their growth target in math using the following universal screeners for the following grade levels: Kindergarten: STAR Math, 1st Grade: STAR Math, and 2nd Grade: STAR Math.

Kindergarten through second-grade students will be served in math. Title I students will receive support from a certified teacher. Support will include both pull-out and push-in models. The master schedule includes an intervention block. This block provides students with support outside of the core instruction time allowing Title I students to get a double dose of math instruction.

For math intervention, Math in Focus will be used to provide math support in number sense, geometry and measurement, problem-solving, and algebraic thinking. The Early Numeracy intervention will also be used to supplement the math Georgia Standards of Excellence. Title I teachers work closely with ESOL teachers and ESS teachers to coordinate services for students needing extra academic support. They also collaborate with classroom teachers to reinforce grade level skills and use STAR data to plan supplemental, Tier II, and/or Tier III activities to help students meet the State content standards and State student performance standards. Title I teachers individualize instruction as needed to help students master missing skills. Title I funding is set aside to provide professional development opportunities to train teachers in the latest research-based methods. In both reading and math, Title I students will be monitored through the Multi-Tiered Systems of Support (MTSS) process. Clairemont has been chosen to participate in the Georgia Department of Education’s pilot program “Multi-Tiered Systems of Support. The Title I teacher will be invited to participate in professional learning provided by the GaDOE to implement this process with fidelity. Progress monitoring will be at a minimum of once a month.

Clairemont will continue to use Expeditionary Learning (EL Education) to foster a positive school climate. EL’s Habits of Scholarship will be used with

the students to clarify expectations. Crew meetings will be held daily to develop classroom community and to discuss issues within the classroom. If a teacher is concerned with a student's behavior, the teacher will begin the RTI process to get help with behavior management strategies. The school will work with the parents to develop a close home/school relationship built on trust.

Another area of focus for Clairemont for the 24-25 school year is in educational equity. The Title I teacher will participate, along with classroom teachers, in PBIS behavior practices that will promote success within the diverse student population at Clairemont Elementary.

4. Strategies planned to assist preschool children in the transition from early childhood education programs such as Head Start, the literacy program under Subpart 2 of Part B of Title II, or State-run preschool programs to elementary school programs. Sec. 1115 (b) (2) (c)

Clairemont Elementary School coordinates with the College Heights Early Learning Center as well as Talley Street Upper Elementary to provide a smooth transition to kindergarten and third grade. Each spring, rising kindergarten students from College Heights and other local Pre-K programs tour the school and get to meet the kindergarten teachers. The school holds a Kindergarten 101 session in the evening for the parents of rising kindergarten students to tour the school and hear about all aspects of the school and kindergarten. Clairemont's second-grade students get to tour Talley Street Upper Elementary in May of each year. Clairemont's second-grade teachers provide the third-grade teachers with academic information. Special Education teachers go to Talley Street Upper Elementary to review students' IEPs to ensure a smooth transition.

5. Description of provisions made to serve all eligible children, including:

- **economically disadvantaged children,**
- **children with disabilities,**
- **migrant children,**
- **children who are English learners**
- **homeless children,**
- **children who, at any time in the two years preceding the year for which the determination is made, participated in Head Start program, the literacy program under Subpart 2 of Part B of Title II, or in preschool services under Title I, and**
- **children who reside at a state Neglected/Delinquent facility or attend a community day program. Sec. 1115 (c)(2)(A-E)**

City Schools of Decatur provides free appropriate public education to each qualified handicapped person who is in its jurisdiction, regardless of the nature or severity of the person's handicap. The provision of an appropriate education is the provision of regular or special education and related aids and services. City Schools of Decatur's pupil progression plan uses provisions based upon adherence to procedures that satisfy the requirements of the Section 504 regulations relating to educational setting, evaluation and placement, and procedural safeguards. The Board of Education of the City Schools of Decatur does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity in its employment practices, programs, activities, or student placement. Therefore, provisions are made to support all eligible students regardless of circumstance. System-wide procedures have been established to remove barriers that affect student achievement. CSD's Homeless Liaison and Social Worker coordinate transportation and after-school tutoring for homeless students, as well as provide supplies and other services as needed. Similar services will be provided for migrant students or students from neglected or delinquent institutes should they enroll at CSD's Title I schools.

LEP, economically disadvantaged, ELL, and ESS students receive additional services from professionally qualified ESOL and ESS teachers.

Clairemont Elementary uses school-wide benchmark assessments such as STAR Math, Georgia Numeracy Project, and research-based program data to monitor Title I students' progress on an ongoing basis. Title I teachers analyze the data regularly and create activities to differentiate instruction as needed. Teachers record students' progress and use computerized data printouts as documentation for SST meetings to assist in the placement of students in the MTSS program. As a result, instructional grouping is flexible, and different levels/layers of Title I services are provided to help students meet the State content standards and State student performance standards.

6. Description of how the school will provide professional development with resources provided under this part, and, to the extent practicable, from other sources to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program. Sec. 1115 (b) (2) (D)

At present, all Clairemont Title I teachers are professionally qualified. Parents of participating Title I students have the right to inquire about the qualifications of their child's teachers. Parents of participating Title I students will receive official notification if schools hire teachers who are not professionally qualified. Title I and Title II funding have been set aside to provide professional development opportunities to ensure that all teachers remain professionally qualified.

For the 24-25 school year, Clairemont's Title I teacher will participate in both school and system-based professional learning. As funds permit, Title I teachers may also attend additional off-site training workshops on reading or math instruction.

7. Description of how the school will be implementing strategies to increase the involvement of parents of eligible children in accordance with section Section 1116. Sec. 1115 (b) (2)(E)

The first level of parent communication for all parents of students at Clairemont is the grade-level newsletters identifying current learning and upcoming learning targets which are connected to the Georgia Standards of Excellence (GSE). The newsletters are sent home weekly. STAR reports will be sent home with report cards in September, January, and May. Results will also be discussed during parent/teacher conferences. Parents are invited to participate in a teacher conference during the first term to review students' STAR reports and review students' universal screening data. Parents are invited to participate in student-led conferences during the fifth term to review progress. Parents are invited to attend curriculum night. Parents are invited to parent informational sessions focused on topics such as STAR reports, math, and reading.

The second level of parent communication focuses on parents of students served in Clairemont's Title I program. Clairemont's Title I staff will conduct a fall Title I Annual Meeting and a fall and spring Title I Evaluation meeting. Clairemont's Title I staff will lead parent sessions focused on strategies parents can implement at home to support their child's academic progress. Parents will receive an invitation to participate in these sessions along with follow-up reminders. Attendance will be recorded at each session and parents will be asked to give feedback at the end of each session. Parents are invited to attend RTI meetings for students who are transitioning from Tier 2 to Tier 3. To increase attendance for conferences, Clairemont's Title I

staff will support classroom teachers in contacting parents for teacher and student-led conferences through additional contact such as phone calls. If needed, Clairemont's Title I staff will provide one day and one evening Ebster Community Center meeting time to have parents attend the student-led conferences. Clairemont/Title I will provide transportation to conferences as needed. ESOL/Title I will provide translation and interpretation as needed for parents. Clairemont will have a parent liaison for 33% of the workweek.

8. Description of the process for reviewing the progress made by participating children on an ongoing basis and the process for evaluating and revising the program plan as needed to provide additional assistance to enable these children to meet the state content standards and state student performance standards. Sec. 1115 (b) (2) (G) (iii)

Individual student assessments are embedded in research-based programs used by Title I teachers and are used to monitor student progress throughout the year. STAR tests are administered three times a year – August, January, and April. Testing schedules are listed on school calendars, posted on school websites, posted on the school marquees, and sent home in school newsletters. Results of testing are shared individually with parents and explained more specifically in workshops, and during teacher/parent conferences.

Clairemont Elementary also uses the data inquiry team process to monitor student progress. Data inquiry team meetings are held bi-monthly. At the meetings, teachers analyze formative assessment data to identify students who are not meeting grade-level standards. This data is used to form flexible groups within the classroom to provide differentiated instruction.

Tier 3 RTI meetings are held bi-monthly during teacher planning time. During the RTI meetings, teachers discuss the progress or lack of progress of their students and the interventions being implemented.

9. Description of the process performed at the school coordinating and integrating Federal, State, and local services and programs supported under this act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support improvement activities under Section 1111 (d). Sec. 1115 (b) (2) (D)

Clairemont Elementary School uses state and local funds to provide students with instruction aligned to the Georgia Standards of Excellence including differentiated instruction for students needing extra support and those needing enrichment. State and local funds are used for items such as instructional resources, technology, professional development, and substitutes.

Title I funds are used to support and enhance those provided at the state and local levels. These funds help to provide students with fair, equitable, high-quality instruction and to close the achievement gaps between the school's sub-groups. Title I funds are used to provide summer activities and resources for students. These "Summer Backpacks" are used to help prevent the loss of achievement over summer break. Clairemont Elementary School also uses Title I funds to implement procedures that encourage and support parents to participate fully in the education of their children.

10. Description of the efforts to be made to support an accelerated, high-quality curriculum and at the same time minimize the removal of children from the classroom during regular school hours of instruction. Sec. 1115 (b) (2) (G) (ii)

As part of the school's master instructional schedule, an intervention block (WIN TIME) is included. WIN Time is a non-graded instructional segment that allows students the opportunity to receive extra support while at the same time not being pulled from core instructional time. This provides each student with their core and "more."