

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Erin Wheeler (Gutfreund)

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Clairemont Elementary School

(As it should appear in the official records)

School Mailing Address 155 Erie Avenue

(If address is P.O. Box, also include street address.)

City Decatur State GA Zip Code+4 (9 digits total) 30030-1861

County Dekalb County State School Code Number* 0505

Telephone 404-370-4450 Fax 404-370-4453

Web site/URL http://clairemont.csdecatur.net E-mail ewheeler@csdecatur.net

Facebook Page
https://www.facebook.com/pages/Clairemont-Elementary-PTA/108529531379
Twitter Handle _____ Google+ _____
Other Social Media Link
YouTube/URL _____ Blog _____ http://clairemontpta.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Dr. Phyllis Edwards, NA

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: pedwards@csdecatur.net

Other)

District Name City Schools of Decatur Tel. 404-371-3601

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Garrett Goebel, NA

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	22	48
1	49	34	83
2	38	55	93
3	37	50	87
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	150	161	311

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 37 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 52 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	378
(5) Total transferred students in row (3) divided by total students in row (4)	0.114
(6) Amount in row (5) multiplied by 100	11

7. English Language Learners (ELL) in the school: 12 %
37 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Somali, Maay Maay, Kizigua, Arabic, Spanish, Vietnamese, Brava, Pulaar, Korean, Bengali, French
8. Students eligible for free/reduced-priced meals: 34 %
 Total number students who qualify: 105

Information for Public Schools Only - Data Provided by the State

The state has reported that 18 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
29 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|---------------------------------|--|
| <u>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>18</u> Multiple Disabilities | <u>12</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We want students to learn with their heads, hearts and hands. Our goal is to develop thoughtful, academically minded and successful students who can take on challenging and rigorous curriculum with vigor.

PART III – SUMMARY

Clairemont Elementary is part of the City Schools of Decatur, which is a small school district situated outside of downtown Atlanta. Clairemont is one of five K-3 schools. The Clairemont Elementary community is deeply involved in supporting all students. We have high family participation in our programs and events such as tutoring, Walk and Roll to School, before and after school clubs, and volunteer time in the classroom. Our Walk and Roll to School program is an example of this support. This thriving program has received several accolades from the state. In addition to our monthly school-wide walks, we support a walking school bus three times a month from the Decatur Housing Authority, which is a more precarious walk for students to do alone. An integral part of the Clairemont community is our School Leadership Team, which consists of elected/nominated staff and parents. This team has thoughtfully drafted, led and implemented a school improvement plan that is proactive and focused on measurable student growth. This growth focuses not only on academic achievement but also on habits that support an academic mindset along with promoting strong student and family engagement.

Currently we have 313 students. The student population is diverse in culture, socio-economic status, learning needs and styles. We have full time ESOL, Early Intervention, Gifted and Special Education programs. Due to redistricting last year, a fourth of our student population is new to us; we qualified for Targeted Title I assistance and have set up an after school program for second and third graders who qualify. Also, the number of students who qualify for ESOL and Special Education support has increased. In one year the number of students served in ESOL has gone from about 10 to 40 and those served in Special Education has gone from about 18 to 29. Close to 60 students receive support from our Early Intervention program, which is a small increase from last year, and about 15 students are currently in transitional housing. Academic needs are higher than ever, however our strong foundation has prepared us for this shift.

Clairemont Elementary's motto, "Learning Together with Our Heads, Hearts and Hands" is an excellent description of what we do. Through our implementation of the Expeditionary Learning model, students are deeply engaged in interdisciplinary expeditions that culminate into a final product that serves an identified purpose within the community. For example, after studying characteristics of historic leaders, our third graders wrote, filmed and presented Public Service Announcements to Decatur School Board prior to board elections explaining what third graders hope to see from their service. This PSA was the final product of a Social Studies driven expedition, "We the People." In addition to using the greater Atlanta area for fieldwork, we invite local experts from the community to Clairemont to learn from their experience first hand. Our third graders hosted a town hall meeting with school board members so that they could gain a better understanding of their responsibilities and roles. This is our eleventh year as an Expeditionary Learning school and our fourth year as a national Expeditionary Learning Mentor School, where we host teachers and leaders from across the country.

Along with our interdisciplinary expeditions, we deeply focus on the concept of crew. We celebrate our successes and mistakes together. Every morning we start the day together at Community Circle, where students lead the school in celebrating successes and new learning. Students are acknowledged for demonstrating habits of scholarship and acts of kindness. Community Circle is followed by classroom morning meetings, where teachers ensure the first part of the day starts with a positive check in. At Clairemont we value traits such as perseverance, craftsmanship and collaboration. We believe these characteristics lead to an academic mindset that supports students to tackle the rigor of the Common Core State Standards. Being a Clairemont student means we work together, take care of one another and care about doing great work. We acknowledge students for demonstrating these work habits because we believe this is an integral part of academic success.

In the past five years Clairemont Elementary has received many accolades for our work. A few of these acknowledgements include: 1) state profile school for Walk and Roll to School program 2) ranked second in the state for Career and College Readiness Performance Index for 13-14 school year 3) invited to be an Expeditionary Learning Mentor School and 4) hosted a site visit for the Council of State Governments for state level legislators.

Our school improvement plan focuses on what we believe are the key aspects of high student achievement, a strong school culture and an involved school community.

1. School culture and school identity — Full implementation of the ten Expeditionary Learning Design Principles and Habits of Scholarship (collaboration, perseverance, craftsmanship)

2. Professional development — Strategic use of time in faculty meetings, grade level collaborative planning sessions, designated professional development days and participation in Expeditionary Learning workshops

3. Parent involvement and education — Defined communication plan, parent Coffee Chats, parent workshops focused on growth mindset and a targeted volunteer program

4. Intervention programs and progress monitoring —Implementation of a focused Response To Intervention program where academic programs (EIP, Title I, Special Education and ESOL) are closely monitored; strategic use of co-teaching and intervention clusters

5. Programmatic choices — Intentional implementation of Common Core State Standards and the instructional shifts through Expeditionary Learning model; implementation of programs and researched based strategies, such as, integrated Science/Social studies, Wilson Foundations, Guided Reading, and center-driven Reading, Writing, Math Workshops

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Clairemont Elementary School uses Expeditionary Learning as its model. This framework has all members of the school community positioned as learners, intentionally focusing on creating and sustaining community, and crafting meaningful and authentic products. It is the framework used to teach the Common Core curriculum standards, which guide the learning experiences and expeditions. Expeditionary Learning and the Common Core curriculum standards provide for effective instructional practices and student engagement.

The Expeditionary Learning model was chosen because it challenges teachers to improve curriculum design, instruction, school culture, leadership and assessment practices to bring about higher achievement and greater engagement; and challenges students to think critically and become actively engaged in their classrooms and communities. The design principles transformed the teaching, learning and culture of the school: The Primacy of Self-Discovery, The Having of Wonderful Ideas, The Responsibility of Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection, Service and Compassion.

Through extensive professional development, Clairemont teachers have tackled the rigorous and high-level cognitive demands of the Common Core deeper learning practices and instructional shifts. Through Expeditionary Learning and the Common Core standards, the learning within each area of the curriculum is active, challenging, and meaningful.

Expeditionary Learning expeditions, which are in-depth studies of particular themes or topics, integrate instructional skills across all content areas. The science and social studies content areas form the bases of an expedition, and reading, writing and mathematics are incorporated wherever authentic connections can be developed. Spanish, art, music, and physical education are often included in the learning and final products.

Language Arts: Lucy Calkin’s Reading and Writing Workshop Units of Study lay the foundational skills of language arts and address individual students’ levels. Whole-group reading and writing mini-lessons, followed by flexible small group guided lessons and individualized conferences based on assessment data address improvement of skills for all students. Early Intervention, Gifted, and Exceptional Student Services teachers provide differentiated support to individual and small groups of students. Students are taught within their zone of proximal development in order to ensure optimal progress, and are also exposed to grade level and higher text challenges and complexities through close readings of complex texts.

Mathematics: Clairemont teachers use a variety of resources, including Math Georgia, Engage New York, websites and computer assisted programs to create project based math experiences, which connect the common core standards to real life experiences. Mastery of math fact automaticity is also addressed at school and at home in order to free up thought processes to address problem-solving, algebra, and higher order math concepts. Classroom teachers provide instruction through differentiated and flexible math learning centers based on pre-test data. Early Intervention, Gifted, and Exceptional Student Services teachers provide support to further differentiate the instruction to meet student needs. In addition, extensive tutoring programs led by certified teachers have been put into place both during and after school hours to support small groups and individual students who have been identified as being “at-risk”.

Science and Social Studies/History: Expeditionary Learning expeditions are developed around the Science and Social Studies Georgia Performance standards. Students are engaged in focused and rigorous activities that provide authentic experiences with authentic audiences. Each expedition is carefully planned and developed and has clear learning goals. Guiding questions frame the students’ inquiries and motivate students to explore and discuss topics. Support teachers and resource teachers contribute to the planning and learning experiences, and provide support and different approaches to meet the needs of all students, including those who are performing below and above grade level. A “Celebration of Learning” takes place toward the end of each expedition, and is the culmination of the students’ hard work and academic growth.

During this event, the students joyfully and expertly share the process and products to an authentic audience, such as parents, school board members, and city commissioners.

Throughout the year, in all subject areas, teachers participate in several data mining protocols to assess the data and to ensure all students' needs are being met. Intervention teachers collaborate with classroom teachers to differentiate the work for students performing below and above grade level. The response to intervention (RTI) process is in place to monitor some students' progress during the year. Students participate in field studies, rather than field trips, which allow them to have a hands-on, more authentic, approach to learning. All stakeholders have a vision of high expectations and believe each student shares in the responsibility of their learning.

2. Other Curriculum Areas:

Clairemont Elementary staff and families aim to educate well-rounded students. This goal requires an integrated curriculum built upon a rigorous and solid foundation that includes instruction in the arts, wellness, foreign language and twenty-first century skills.

All students in our school participate in music and art lessons each week. The music space is rich with instruments that students learn to play. They are taught to read music, to understand the history of music and the importance of music in the world. The students' learning is directly tied to both the music standards as well as grade level expeditions. The music teacher supports the learning within the classroom and uses her instruction and space as an extension of that learning. For instance, kindergarten students were immersed in an expedition on animals; therefore, the music teacher supported students in creating sound stories about animals. Students shared these stories with families at the celebration of learning.

Similar to music, the art teacher strongly supports the learning within the expeditions to meet students full potential. When first graders at Clairemont were learning about folk heroes, the art teacher helped students with that topic during weekly sessions. This instruction included Howard Finster's folk art along with visits to the High Museum of Art in Atlanta. Other art history lessons were implemented to help students create Folk art on their assigned heroes. Lessons included techniques that artists use to create their own pieces.

We also have a partnership with the Alliance Theatre located in Atlanta. This partnership provides Clairemont with a learning program that specializes in teaching drama. The artist works with students on a variety of drama lessons that integrate the Common Core standards. The lessons prepare students to understand how actors move on stage and what they can expect to see at a play. All students attend the annual spring performance at the Alliance Theatre. Our partnership with the Alliance Theater has blossomed into deeper projects connected to expedition topics. For instance, the resident helped kindergarten students write, rehearse, direct and perform a musical that served as a major product for their animal expedition. This performance was a means for educating audience members about their learning. With first grade the resident worked with students on preparing monologues based on the heroes they were studying. The resident also works with third graders who participate in the gifted program to become dramaturges on the current play students will visit.

Spanish is taught to all students four times a week. Students are completely immersed in learning about different cultures, vocabulary and how to speak and write in the language. By third grade students are both reading and writing in Spanish.

Clairemont Elementary is part of a health conscience community. The staff and families are eager for children to be active, maintain a healthy diet and remain aware of their overall well-being. Physical education is regularly scheduled and meets twice a week. Students are learning the importance of participation and collaboration. In addition, we have a running program where all students train to run the one-mile event at our district wide race, Tour deCatur. This year all students participated in the training and more than half our school ran in the race. Students are buzzing the weeks beforehand, excited to be part of a running crew and proudly wear their running shirts.

Our school nurse and counselor are also important instructors for health and wellness as they provide classroom, small group instruction and individual guidance on how to maintain good health. The nurse and counselor provide numerous lessons from handwashing to healthy disagreements. Our school is also active in the Farm to School initiative. Many grade level teachers have participated in the training and brought this learning back to their classrooms. More importantly, we have an expert gardener from the Wylde Center who provides lessons for all grade levels in regards to growing and preparing healthy foods. For example, she helped students in first grade grow local fall vegetables as it related to their expedition in which the final product was a local planting guide.

Technology is imbedded in our daily instruction. More important than how it is used to deliver lessons, is the critical need for students to begin exploring how to evaluate information on the Internet as well as create and publish using technology features. The school media specialist supports students' use of technology and collaborates with teachers and students to plan products that incorporate twenty-first century skills. Students participate in weekly lessons where these skills are taught. Clairemont also has an afterschool technology program where students in the program receive small group instruction on technology usage and skills.

3. Instructional Methods and Interventions:

Clairemont utilizes several instructional methods and interventions through the lens of the Common Core Standards and the Expeditionary Learning model to meet the individual and diverse needs of students. We believe that learning is active, challenging, meaningful, public, and collaborative. We also believe that in authentic inquiry-based classrooms, teachers talk less and students talk and think more. Students learn best when they are deeply engaged in work that requires them to play a variety of roles. Strategically planned learning expeditions provide opportunities for students to play these roles. Expeditions are built on content-standards while explicitly focusing on literacy skills to make student learning powerful. For example, third grade students studied nutrition as part of a health and wellness unit. They were given opportunities to investigate and graph the nutrition information of many common foods found in their households. In conjunction, students participated in a close read of a nutrition article in order to learn about the effects of diets high in sugar and fat, as well as, childhood obesity. Finally, students invited a nutritionist to educate them on how to advocate for healthier school lunches.

Clairemont employs differentiated, tiered, and explicit instruction to meet the needs of all of its students. For example, teachers follow the reading and writing workshop models where teachers may be meeting with guided reading or writing groups, conferring with students, or teaching a mini-lesson. Students will be engaged in learning centers, tiered for their individual needs, or independently reading and responding to "just right books" of their choosing. Teachers also utilize math pre- and post-test data to create flexible math groups centered on remediating and extending skills. Intervention teachers also support this work through explicit instruction based on individual and small-group needs. For example, they use multi-sensory, systematic phonics instruction in order to support struggling readers in and out of the classroom. Explicit instruction also occurs through student-led unpacking of learning targets based on the CCSS. Unpacking learning targets allows students to frame their thinking and set goals for their learning. CL also offers tutoring programs to struggling second and third graders through a Title One literacy-based extended day program and daily one-on-one tutoring through a partnership with Georgia State University.

Within all forms of support, technology plays a large role. Students participate in an adaptive fact fluency-focused program, as well as, computer-based, individually created learning paths based on assessment data. In addition, students collaborate throughout learning expeditions in order to produce high quality products. Some examples include e-books, i-movies, and research-generated public service announcements.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The assessment data is related to 3rd grade math and reading. At the “all” student level the percentage of students reaching proficiency and above in math went from 86% in 2009-10 to above 90% in 2010-11 and 2012-13 years, all the way to 100% in 2013-14. In reading the percentage of “all” students scoring at the proficient and above level went from 95% in 2009-10 to 100% in 2010-11 - 2013-14.

However, our greatest story is the percentage of African American and economically disadvantaged students who perform at the “advanced” level. In 2009-10 only 18% of African American and 21% of economically disadvantaged students were achieving at the “advanced” level in math. By 2013-14, 60% of African American and 64% of economically disadvantaged students were achieving at the “advanced level.

Our gains are attributed to a combination of instructional, assessment, and teacher quality initiatives. Our instructional framework Expeditionary Learning, which utilizes inquiry based learning, critical thinking, creativity and perseverance, has been implemented along with differentiation and heterogeneous grouping strategies. Measures of Academic Progress (MAP) is an assessment that measures growth, has been utilized in formative and summative ways to provide goal setting, and to plan and inform instruction. These initiatives have been delivered to Clairemont staff and leaders through an instructional coach model, which utilizes job-embedded professional learning.

While 100% of Clairemont students have reached the proficient level in math and reading in 2013-14, there is a gap in the percentage of students with disabilities and African American students achieving at the advanced level in math and reading and of economically disadvantaged students achieving at the advanced level in math. We are working to close this achievement gap through continued professional learning on differentiation and assessment. Clairemont is working on the assessment development cycle, matching appropriate assessment types with the learning targets/standards, finding appropriate assessment methods for students with disabilities, and utilizing formative and summative assessments to identify student strengths and weaknesses at the domain level.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

We give three types of assessments: Summative, Diagnostic and Formative. We have spent a lot of professional development time studying the benefits of cultivating a growth mindset. When we give assessments and analyze the results, we do it through the lens of improvement: improvement in quality of instruction and improvement in student achievement.

Summative Assessments are given three times a year. They are norm-referenced and tied to benchmarks. Examples include MAP, DIBELS (reading fluency), DRA (reading comprehension) and Spelling Inventory.

We have a systematic routine for analyzing these scores. First, teachers enter their students’ scores onto a spreadsheet. Next, teachers meet with their grade level teammates and analyze/interpret the scores, looking for patterns or anomalies. If we need more information on a student, we give a diagnostic test. An example of this would be a Phonics Screener. Finally, based on information from these tests, all teachers, including Early Intervention Specialists, ESOL teachers and our Gifted teacher work out plans for delivering instruction, including when and how to group students appropriately.

Scores on Summative Assessments are shared with parents at parent teacher conferences, or if a student is in the RtI process, scores are discussed and analyzed during RtI meetings where further adjustments to a student’s instructional plan may be made. MAP scores are sent home to all parents. When appropriate, scores on Summative Assessments are shared with students along with a growth target so that they can monitor their own improvement over the course of the year.

Formative Assessments are used regularly to monitor growth and provide ongoing feedback as to how students are responding to instruction. Examples of these would be unit tests, work samples scored with a rubric, or math/reading fluency tests. Assessments are used to further inform instructional decisions and make changes to interventions and group placements. These results are shared with students, and often students make graphs to mark their improvement towards a goal.

It is important to us that our community is informed of our students' academic growth. We do this in a variety of ways from Coffee Chats held at the school to the School Improvement Plan and the Career and College Readiness Index.

Part VI School Support

1. School Climate/Culture

School structures and traditions at Clairemont foster academic, social and emotional growth. Character education is at the center of Clairemont's success in creating a positive environment for both students and teachers.

"Come on you guys, I just know we can do better than this!" These were the words of a third grader, urging his group to improve their fossilization flow-chart. At Clairemont students know what perseverance looks, sounds, and feels like. Perseverance, craftsmanship and collaboration are the three Habits of Scholarship that are practiced and assessed school-wide. Every lesson includes a H.O.S. learning target alongside an academic learning target. The school year begins with direct instruction and modeling of these habits, and they are emphasized throughout the year. This school-wide focus on the Habits of Scholarship has helped students adopt a growth-mindset that motivates them to learn.

At Clairemont students know that they are crew, not passengers. Crew builds relationships and fosters student leadership. Every morning starts with a school-wide assembly, led most recently by kindergarteners who commanded the room with poise and eloquence. They were able to quiet the entire auditorium with a simple hand gesture. Older students are visible throughout the building as Student Ambassadors, leading parent tours and reading to younger students. In every classroom a student begins the lesson by unpacking the learning target for the class. Friday's Community Circle is a cacophony of song and dance, celebration, and student spotlights for acts of kindness, self-discovery, or perseverance.

One of the songs often sung at Community Circle, written by 1st grade teacher, features the line, "If something's hard, it's no match for me." Teachers truly believe this on a personal and professional level. The school culture pushes teachers to do and be better. The collaboration we expect of our teachers is an integral part of our teaching. Two one-hour instructional collaborative planning meetings are scheduled weekly for each grade level. The time is protected and structured to maximize student learning. Teachers help lead professional development. Boot camps and staff mountain retreats encourage staff to take care of themselves. Meeting norms always include the directive to take care of each other and assume best intentions. And every week ends with a staff huddle up to re-focus on celebrations and expressions of gratitude.

All of these examples contribute to Clairemont's success in creating a school culture in which students and teachers are valued and supported. It is best expressed by the school-wide motto, "Learning together with our heads, hearts, and hands."

2. Engaging Families and Community

Our work to engage family and community members is deeply grounded in creating, expanding and nourishing relationships. Our strategies have stemmed from our School Leadership Team (SLT) and our School Improvement Plan (SIP). Our SIP explicitly includes family/community engagement and student achievement with clear goals and objectives. Our SIP is aligned with the district strategic plan and Expeditionary Learning Core Practices. By a series of purposeful shifts, we have seen marked student achievement and family/community engagement.

The purpose of our SLT is to support the goals of the SIP. Our members are representative of our community-parents, teachers, and district staff. Efforts of the SLT have included a deepened and intentional partnership with the Decatur Housing Authority (DHA) where approximately 25% of our students reside, including a number of ESOL/immigrant families. We regularly communicate with leadership at the DHA, which provides transportation to school events and runs monthly school news in its newsletter.

The SLT has also collected engagement data through a parent survey. This data informed shifts in the format of family engagements events. New events include outdoor community building activities that have

changed from structured family workshops to community wide recreational events meant to foster relationships and friendships. Attendance to events has increased since this shift. We also have streamlined our communication plan with strategic informational e-blasts, a Parent Volunteer Matrix, and a vibrant up-to-date website. These efforts have resulted in a substantial increase in participation from all of our families at school events. This year we implemented an International Cafe and a Clairemont Map of the World to reflect our diverse population. We believe this has helped all families feel welcome. Additionally, we shifted our academic support programs from weekend group activities to one-on-one tutoring programs that involve more members of the community such as parents, retired teachers and students from Decatur High School and Emory University.

We hold monthly Coffee Chats led by the principal and other school leaders to educate parents on topics from growth mindset to the Common Core State Standards. We have a close alignment between PTA and SLT work, particularly through co-sponsorship of family engagement events. Our school climate is greatly enhanced by meaningful partnerships with: Safe Routes to School, The Wylde Center and Farm to School, the Alliance Theatre, The Decatur Education Foundation, and Little Shop of Stories Bookshop. Our last purposeful shift includes strategically using school funds to increase hours of the school counselor from ½ time to approximately ¾ time. She has led a popular parenting series on perseverance and growth mindset. We believe by intentionally focusing on relationships with families and our broader community of stakeholders, our school community is rich and more engaged.

3. Professional Development

Our sight-based professional development approach is primarily derived from a consideration of student needs, aspects of high student achievement and practices that develop character, habits of scholarship, and academic mindsets. Each year, the professional development directly connects to this while also strategically using structures, such as, faculty meetings, grade level collaborative planning sessions, professional development days and Expeditionary Learning workshops.

During the past five years of professional development, with the deep implementation of Common Core State Standards and the Expeditionary Learning model, teachers have consistently been asked to explore, discuss, and seriously consider the following when designing and executing lesson plans: the Expeditionary Core Practices, the attributes and practices of deeper learning, the habits of scholarship, and the aspects of a growth mindset. The staff spends time scrutinizing examples of lessons that are rigorous, engaging, and student-centered using tools to help identify the criteria of deeper learning. Teachers regularly examine and discuss the importance of the use of complex texts with students. Common Core requires students to individually and collectively struggle with difficult instructional tasks and our professional development does the same for teachers. The shift from teacher-guided problem solving to allowing students to grapple with difficult tasks is a complex one, one that requires teachers to be comfortable in letting their students have the time to exert great effort to be successful in hard tasks. It is clear that the ability to persevere and collaborate, a focus of many student learning targets, enables our kindergarten through third grade students to move through multi-stepped, high level reasoning to solve difficult problems. With the careful scaffolding of professional learning, our teachers have been able to successfully make this shift. These new shifts and practices are routinely re-visited as a staff, as well as the purpose and practice of other essential components of our teaching.

The expectation for all students to have access to rigorous, engaging, student-centered learning has resulted in positive trends across the school. Our student achievement, including authentic, real-life learning opportunities, highly crafted final products, and the development of a vibrant school culture reveals the level of Expeditionary Core Practices and deeper learning that exists throughout the classrooms. This is directly related to the rigorous, thoughtful and challenging professional development designed for teachers.

4. School Leadership

Leadership seeks to create a strong foundation for teacher, student and parent learning. Intentional structures have been put into place to support an active and thriving learning community. Clairemont

principal and Instructional Coach use the Expeditionary Learning Leadership Core Practices to guide their work with the school community. The leadership work is organized through the following Core Practices:

1) School Vision — Clairemont laid the foundation of the Common Core State Standards and CCSS Instructional Shifts through the lens of Deeper Learning and the Expeditionary Learning framework.

2) Using Data — Clairemont makes strategic instructional decisions for students by analyzing formal and informal assessments, work habits' rubrics, student work and observations through periodic data mining processes. Further work is done by progress monitoring students supported through the Response to Intervention structure.

3) Supporting Planning, Assessment, Instruction AND Professional Learning — Clairemont's professional development plan includes strategic use of faculty meetings, grade level collaborative planning sessions, professional development days and Expeditionary Learning workshops. Clairemont instructional leaders model strategies, such as, use of complex text, close reading skills and inquiry, expected to be implemented within the classrooms.

4) Positive School Culture — Clairemont lays the groundwork for habits of scholarship and growth mindsets for teachers, students and parents through practices, such as, whole school community meetings, classroom morning meetings, staff Friday Huddle Ups, parent Coffee Chats and workshops. Along with these practices, expedition products are designed to focus on meeting a specific school or community need.

Framing the implementation of the CCSS through the lens of Deeper Learning and Expeditionary Learning was intentionally paced over the course of three years, keeping in mind the needs and readiness of teachers. Clairemont started with the big picture by identifying the connections between the Deeper Learning definition and the Expeditionary Learning Core Practices. Clairemont staff digested the CCSS Instructional Shifts prior to unpacking the standards. This work led to thoughtful lesson planning; connected, authentic learning expeditions; and an effort to teach the characteristics and work habits that develop an academic mindset in students so that they are better equipped to tackle the rigor of the CCSS. In addition, Clairemont leadership designed parent workshops and Coffee Chats to support their understanding of these instructional moves so that they are better equipped to support their children.

Teachers have grown tremendously in their work. The state evaluation process has positively created a consistent avenue for providing comprehensive feedback directed toward teacher growth. Staff co-leads professional development with the principal and Instructional Coach in areas they demonstrate as strengths and several teachers have moved into instructional leadership roles outside the school (ex. Principal, Instructional Coach, and Director of English Language Arts Curriculum). This speaks to the commitment leadership devotes to developing strong instructional leaders.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CRCT Math</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	93	99	91	86
Advanced	75	56	78	63	48
Number of students tested	84	68	76	90	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	67	100	72	74
Advanced	64	33	33	16	21
Number of students tested	11	6	9	25	19
2. Students receiving Special Education					
Proficiency and above	100	50	100	50	53
Advanced	0	50	50	40	13
Number of students tested	3	2	6	10	15
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	75	100	72	77
Advanced	60	25	38	20	18
Number of students tested	15	8	13	25	22
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	98	100	98	92
Advanced	80	69	86	79	61
Number of students tested	56	48	57	53	49
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CRCT Reading</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	100	95
Advanced	89	88	89	71	51
Number of students tested	81	68	76	93	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	100	100	95	82
Advanced	82	33	78	23	11
Number of students tested	11	6	9	25	19
2. Students receiving Special Education					
Proficiency and above	100	100	100	100	69
Advanced	33	50	50	0	16
Number of students tested	3	2	6	10	15
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100	100	96	85
Advanced	73	38	77	31	21
Number of students tested	15	8	13	25	22
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	99	95
Advanced	68	73	79	68	64
Number of students tested	56	48	57	53	49
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: