

Claymont Elementary

School Success Plan 2020-2021



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Academic Goals:

Ensure that all educators implement instructional practices aligned to Common Core Standards to improve student learning.



Growth Goals:

Implement Effective Targeted Population Programming to close the gap (Rtl, ELs, Special Education, African American students, Low SES).

COLLEGE AND CAREER
PREPARATION

Growth to Proficiency



On-Track to Graduation Goal

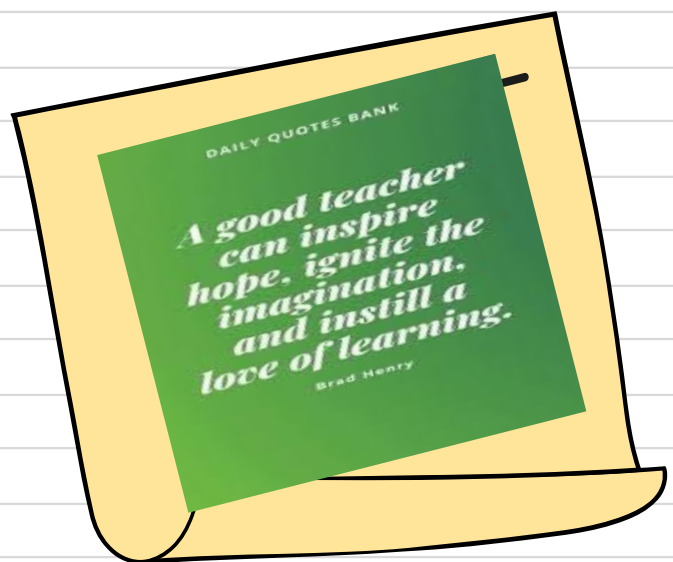
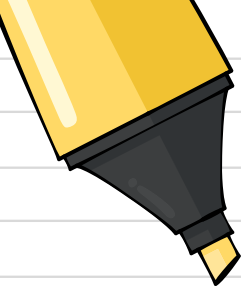
Promote and Maintain a Positive School Climate that supports the social/emotional/behavioral health of students. (Attendance & Discipline)

Parent/Family Engagement Collaboration Goal:

Build and support Parent/Family Engagement & Collaboration for increased student outcomes.

Parent & Family Engagement





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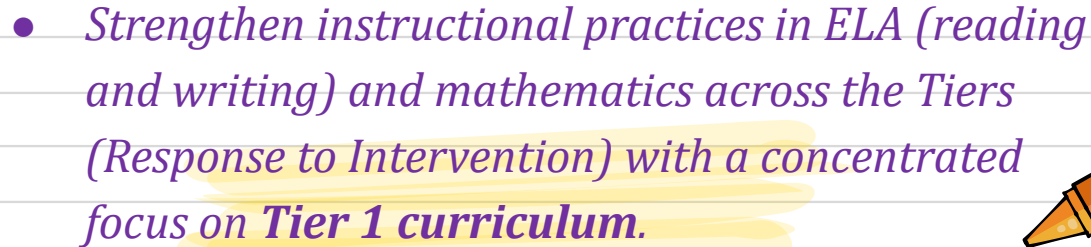
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Academic Goals

- *Strengthen instructional practices in ELA (reading and writing) and mathematics across the Tiers (Response to Intervention) with a concentrated focus on **Tier 1** curriculum.*
- 

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2019-2020



- Continue with instructional support provided by BSD C & I (Curriculum & Instruction) and PDCE (UD Instructional Coaches) through differentiated faculty meetings professional development, classroom observations & debrief sessions and attendance by administration at PLC's (Professional Learning Communities)
- Focused DPAS Observations & walkthroughs on Tier 1 curriculum in the areas of math and ELA to ensure instruction is being taught with fidelity along with schedule fidelity checks.

2020-2021



- Continue supporting PLC by ensuring staff continues to follow the pacing guides, BSD Headquarters for remote learning strategies along with other sources, PCDE (UD Instructional Coaches) will continue with differentiated PD sessions. PD sessions will also be held on (Asynchronous) Wednesday's.
- Walkthroughs will be guided by the "Walkthrough Tool for Hybrid" presented by DO. DPAS observations will focus on the components required by DO. [DPAS Goals Setting](#)
-



2019-2020



- Review of data 6-8 weeks with admin, reading specialist, staff, & support services to identify trends and patterns to increase supports through peer-to-peer support, in-house workshops, DO and PDCE support
- Ensure students are appropriately placed into RtI Tiers as based on data that is provided along with reviewing student progress 6/12 week.

2020-2021

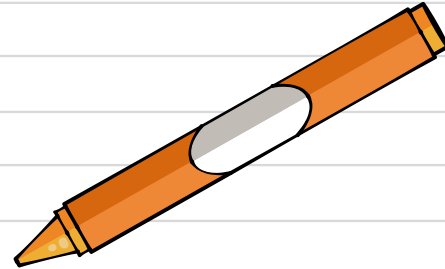


- Review of data 6-8 weeks with admin, support, staff, & support services to identify trends and patterns to increase supports
- Based on previous year's standardized data, current teacher recommendations, etc., we will continue to place students in RtI/DI groups based on aforementioned data.
- Paraprofessionals to attend differentiate PLC meetings on asynchronous Wednesdays Paraprofessional PDs
- Paraprofessionals will provide academic/behavioral support to students during remote learning after 2:45 pm for 2-3 days a week



Growth Goals

- Strengthen staff's fundamental skills and strategies focused on ELL (English Language Learners) and Students with Disabilities*



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2019-2020



- Through the support of the ELL teachers and ELL coordinator the teams will review student progress and ensure appropriate SIOP strategies are being utilized within the classroom. Observation of ELL Teachers and Teachers of ELL students will focus on best practices within the classroom.
- Focused PD for ELL and Special Education Staff led by in-house staff, DO and other supports as deemed necessary

2020-2021



- Continue to focus on SIOP strategies as they are incorporated during remote learning. We want to ensure our ELL teachers:
 - a. know their tools
 - b. Establish a structured learning environment
 - c. Emphasize Language Production
 - d. Scaffold Supports
 - e. Be creative!
 - f. SEL Support
- Attend PLC Meetings for Special Education and create opportunities for EL teachers to meet on Wednesdays.



2019-2020



- Opportunities for co-planning through the use of substitutes and/or EPER whereas staff will have to share planning/product with admin
- Review data and RtI/DI placement of ELL's and Students with Disabilities

2020-2021



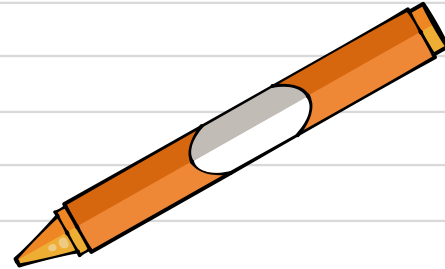
- Opportunities for co-planning **on asynchronous days** where info will have to be shared with admin this includes: (Co-teaching teams, reading specialist/math specialist for Immersion, Immersion teacher and math RtI specialist, ELL teacher and classroom teachers, etc.)
- Continues (schedule will be developed)



On-Track to Graduation



- *Strengthen our PBS Program with a focus on Mindfulness Practices & Restorative Circles*



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2019-2020



- Input data into itracker focused on interventions, strategies, etc. to support student social/emotional growth
- Increase attendance at PBS team meeting by having one representative from each grade level at each meeting
- Increase data collection of supports and interventions available and provided to students in Tier 2 and 3 for behavior

2020-2021



- Continue w/support of Interventionist, Dean of Students, Guidance Counselors, FCT, and Social Workers.
- Continue to encourage grade level participation.
- Continue providing strategies, interventions, and data collection through MTSS team



2019-2020



- Continue with Mindfulness classroom opportunities and began Restorative Circles training
- Began individualized Mindfulness classroom lesson and 4 sessions for teachers to understand the concept and share
- Continue with small group counseling/support and provide counseling services by our FCT (Family Crisis Therapist), Social Worker, school psychologists and outside supports.

2020-2021



- District has provided SEL lessons for students and SEL activities for staff on Wednesdays. Admin and team leaders will continue to practice restorative circle with team members.
- Teachers/staff that have been trained in Mindfulness are asked to continue via hybrid/remote learning students.
- Through forms and check-in, counseling have continued via Zoom or 1:1 (due to Covid guidelines.) Continue to work with outside agencies providing individual counseling for students/families.

2019-2020

- Review Claymont behavioral referrals to ensure staff is utilizing the behavioral matrix and meeting the needs of our students

	STRIVE To Do Your Best	TAKE Responsibility	ALWAYS Work Together	RESPECT Yourself & Others
Classroom	Listen to the teacher Follow directions Be on time Be respectful	Follow directions Follow rules Follow the classroom rules Follow the school rules	Follow directions Follow rules Follow the classroom rules Follow the school rules	Follow directions Follow rules Follow the classroom rules Follow the school rules
Restroom	Use the toilet Wash your hands Follow the rules	Use the toilet Wash your hands Follow the rules	Use the toilet Wash your hands Follow the rules	Use the toilet Wash your hands Follow the rules
Lunchroom	Stand in line Follow the rules Be respectful	Stand in line Follow the rules Be respectful	Stand in line Follow the rules Be respectful	Stand in line Follow the rules Be respectful
Hallways	Walk in the hallway Follow the rules Be respectful	Walk in the hallway Follow the rules Be respectful	Walk in the hallway Follow the rules Be respectful	Walk in the hallway Follow the rules Be respectful
Playground	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules
Public Areas	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules	Follow the rules Be respectful Follow the rules

Customized with your school mascot & rules

PBISTeachingtools.com

2020-2021

- Due to Covid-19 and current hybrid/in-person model, we are unable to implement the behavioral matrix with full fidelity. At this time, we are focused on SEL and providing supports to families. This work is being done by our Dean of Students, Nurse, and School Counselors.

Also, behavioral concerns are being addressed by the Assistant Principals, Dean of Students, and Interventionist whether in-person or remotely.



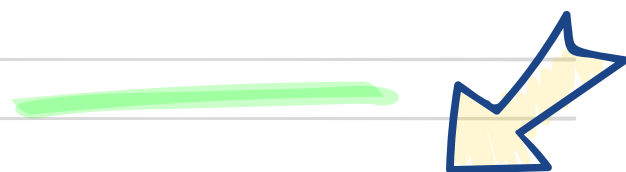
Specialist Growth



- Attending specials has changed due to remote learning. This has caused our staff the need to be creative in planning to ensure that students continue to growth in all areas.

Our specialist have been:

- Supporting students in their academic classes 2-3 days a week
- Weekly PLC meetings
- Attending differentiated faculty meetings focused on improving in their area Specialist PD
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Activities 2020-21



Continue to create opportunities for students to in-person and remotely be involved in school wide activities:

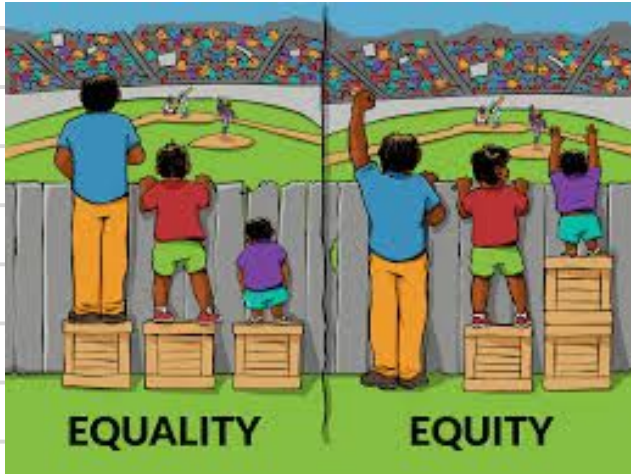
- Morning Announcements Daily Announcements
- Distribution of Curriculum, Devices, and School Supplies (September, 2020)
- Get-to-Know Support Staff (September/October 2020)
- Drive through Fall Festival (October, 2020)
- Pumpkin Contest (October, 2020)
- Snow Day Celebration (December 2020)
- Holiday Celebration - School wide Dance Party w/ DJ Megaskills (December, 2020)
- Claymont Spirit Week Spirit Week
- MLK Day of Service (January, 2021) MLK Day of Service Project 2021



Upcoming Events/Ideas:

- Staff Read Aloud (February, 2021)
- Black History Month Celebration (February, 2021)
- Get-to-Know Admin (March, 2021)
- Music in Our Schools Month (March, 2021)
- STEM/STEAM Project (April, 2021)
- 5th Grade EOY Celebration (June, 2021)

2019-2020



EQUITY

2020-2021

- Claymont has added a Building Equity Leader that will include the following:
 - Selection of a group of individuals focused on ensuring equitable practices are occurring within the school
 - Analyzing school wide data and working with admin to address
 - Reviewing best practices and research and sharing via professional development opportunities



Parent/Family Engagement Collaboration Goal



Strengthen our parent involvement



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2019-2020



- Family Engagement Committee will continue to plan events that are centered on students and families. This committee will also work with the PTA and C&I to ensure families are updated about curriculum concerns.
- Admin team and teachers will continue to be a part of the PTA in order to hear/address concerns and share ideas about Claymont students.

2020-2021



- Family Engagement Committee has continued to plan events which include in-person and remotely. For example, the team has sponsored a drive-through to pick up pumpkins in cooperation with the NCC Police Department. There was also a pumpkin decorating contest via Flipgrid. Staff has been encouraged to comment on student products.
- Continue to attend PTA meetings to support and hear concerns



2019-2020



- Admin will support all PTA sponsored events.
- Staff will offer in-house and other resources as needed.

2020-2021



- Continue to support
- Currently 2 staff members are sitting on the PTA board.

PTA[®]

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2019-2020



2020-2021



- GEER Grant has permitted the school to partner with Center for Child Development with the following tentative workshops (ZOOM)
 - Grief After Loss due to Covid19
 - How to Deal with You and Your Child's Anxiety During a Pandemic
 - Motivating Your Child to Engage in Virtual Learning
 - Tools to Manage Your Child's Disruptive Behaviors
 - Tools for Parents Feeling Overwhelmed and Stressed
 - Creating Stronger Cohesive Families
 - Implementing Coping Skills to Build Resilient Kids
 - Dealing w/Crisis and Trauma

Areas of Support

Grading

- student work that is heavily assisted or done by the parent Grades are not accurate or show true learning of students.

Data Collection

- Using data collected from remote learning to guide lessons
- Parents completing work for students therefore it is difficult to collect authentic data

Writing

- students missed a huge portion last year and now we have had to adapt due to virtual/remote learning
- Trying to mimic strategies at home
- Younger students are struggling with identifying the keys that it makes writing a little more difficult
- Lack of time and inability to monitor
- Struggle to comprehend and stay focused



Areas of Support cont.

Engagement

- Providing engaging lesson remotely

Academics

- Support to fill in the gaps of students who are struggling

Pacing Guide

- there are some concerns about keeping up with the pacing and the amount of reading
- Time for ELA and shared reading has not changed but the amount of time for academics has



Areas of Strengths

Student Support

- Continuing with support from the interventionist during remote learning
- SEL Lessons on Wednesday
- Small group support on Wednesday that has permitted struggling students more support
- Paraprofessionals supporting students after 2:45 pm for 2-3 days a week and on asynchronous Wednesdays
- Teachers able to have longer PLC times which helps for extra planning and review of data
- Continuing with high level curriculum
- Small groups to fill in gaps
- Teaching students time management and usage of technology



Engagement

- Teachers are actively engaging students in lessons
- Movement breaks and mindfulness help to keep students engaged
- Google docs and graphic organizers has allowed for teachers to provide immediate feedback

Family Support

- Increase in communication with families which allows for more access to school updates for families
- Home visits from support staff and counselors/social workers for students who are not logging in



