

Excellence in Education

Clyde Erwin Elementary School of
International Studies and Cultural Arts
Strategic Plan
2015-2018



A central globe is surrounded by several tall stacks of books of various colors, including yellow, brown, and red. The books are arranged in a way that they appear to be supporting the globe. The background is a light, slightly blurred gradient.

Vision

To provide a globally competitive education where everyone excels.

Mission

To be innovative, culturally compassionate, life-long learners.

Purpose

To provide a safe and respectful environment to nurture globally competitive learners.

Preparing our children to be successful in this fast-paced, ever-changing world is our primary goal. The world today offers an abundance of exciting opportunities and our vision is to provide a world-class education where everyone excels thus enabling our children to access those many opportunities.

Our mission is to teach and nurture our children so that they become innovative, culturally compassionate, life-long learners. We work to accomplish this mission through providing our students with engaging, inquiry-based lessons facilitated by passionate educators. We utilize the International Baccalaureate Primary Years framework that finds children engaged in learning that leads them to think critically and creatively while making relevant, real-world connections.

Expanding children's horizons by introducing them to the world is paramount in helping them become culturally compassionate. This compassion is cultivated through learning about the world, connecting with people around the world and engaging in service learning that fosters our students' understanding that they are world citizens with a duty to care for the earth and its people.

We stand ready and able to meet the challenges and take advantage of the opportunities the 21st century has presented. I truly believe that at Clyde Erwin Elementary Magnet School, we make a world of difference!



School Profile

School Profile

This section of our Strategic Plan is devoted to providing an overview of student performance data as well as student, community and teacher demographic data, stakeholder perspectives based on survey data, and unique characteristics of Clyde Erwin Elementary Magnet School.

Student Performance Data

With the introduction of the Common Core and Essential Standards, standardized testing for this new Standard Course of Study began at the end of the 2012-13 school year. That year we met growth according to EVAAS Growth Status calculations and had an overall performance composite of 31.4%. We met 81.0% of our AMO targets.

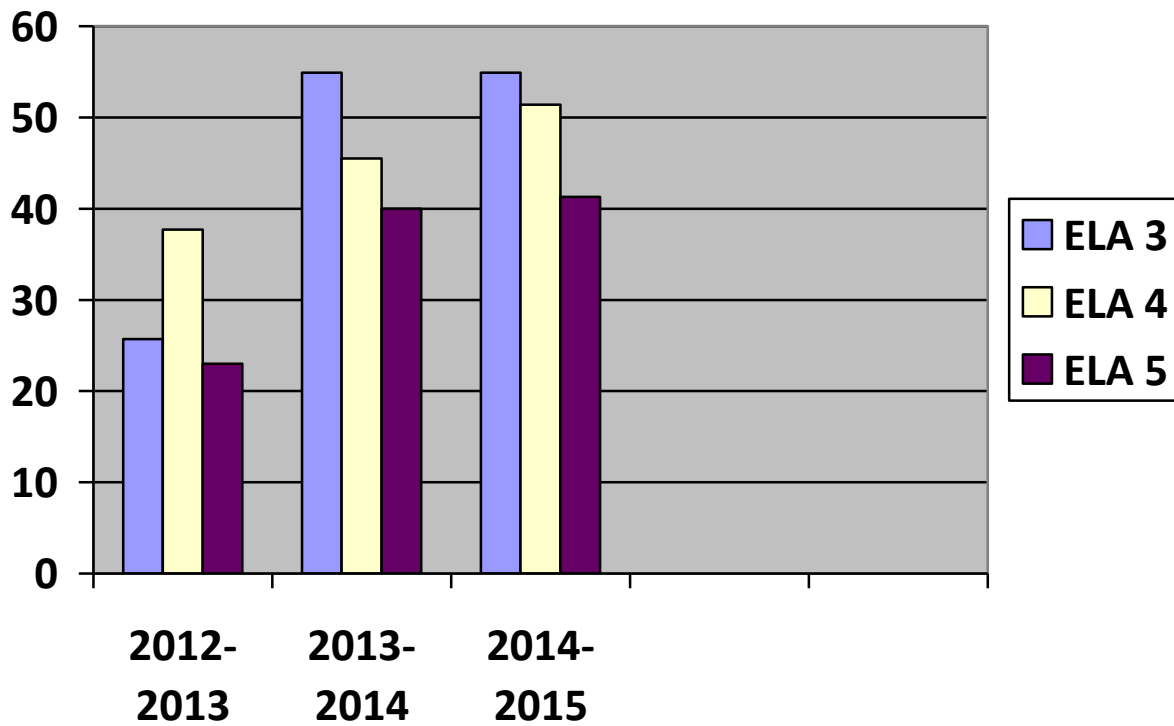
Beginning in the 2013-14 school year, the state moved to a different scoring formula.

Historically, students were scored on four levels with Level IV being the highest. Currently the state has two scores that are given. College Career Ready (CCR) is levels 4 and 5. Grade Level Proficiency (GLP) is levels 3, 4, and 5. Below is a table that includes our GLP data for the past two school years.

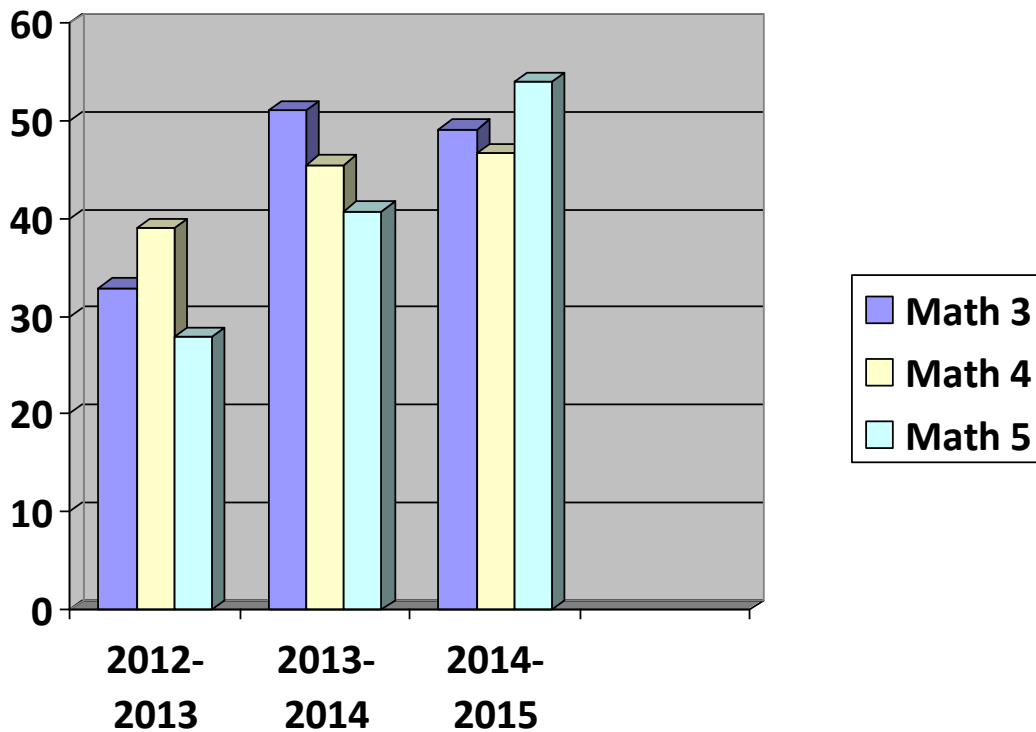


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EOG Grade Level Proficiency ELA (GLP)



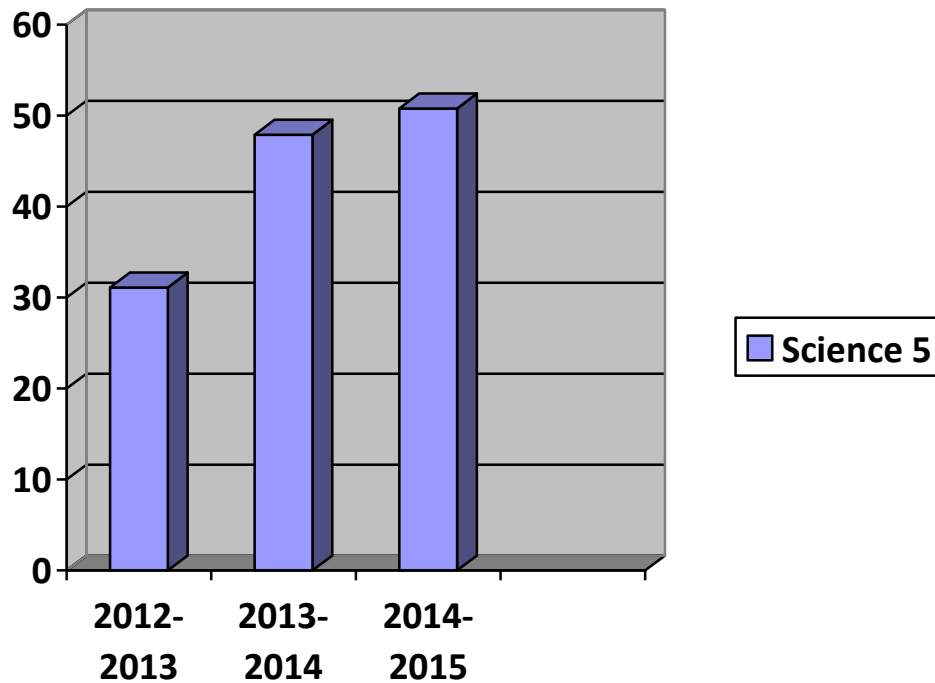
EOG Grade Level Proficiency Math (GLP)





School Profile

EOG Grade Level Proficiency Science (GLP)



In 2013-14, we exceeded expected growth but did not meet expected growth for the 2014-15 school year when the target score for proficiency increased and the modified EOG known as the Extend II was no longer offered for exceptional children whose academic performance was two or more years behind their same age peers. In 2013-14 we met 22 of 27 AMO targets and in 2014-15 we met 17 of 29.

In an effort to close the achievement gap between subgroups, we have implemented Daily 5 school-wide. This model creates a framework for teachers to differentiate instruction and work with students in guided groups based on their need. Daily 5 also



School Profile

creates a structure where student groups are fluid based on formative and benchmark assessment data.

Grade level PLCs disaggregate assessment information on a routine basis and use their analysis to plan instruction including remediation and enrichment. Grades 3 through 5 also work with the director of accountability to drill down into existing data in an effort to further personalize each student's learning experience.

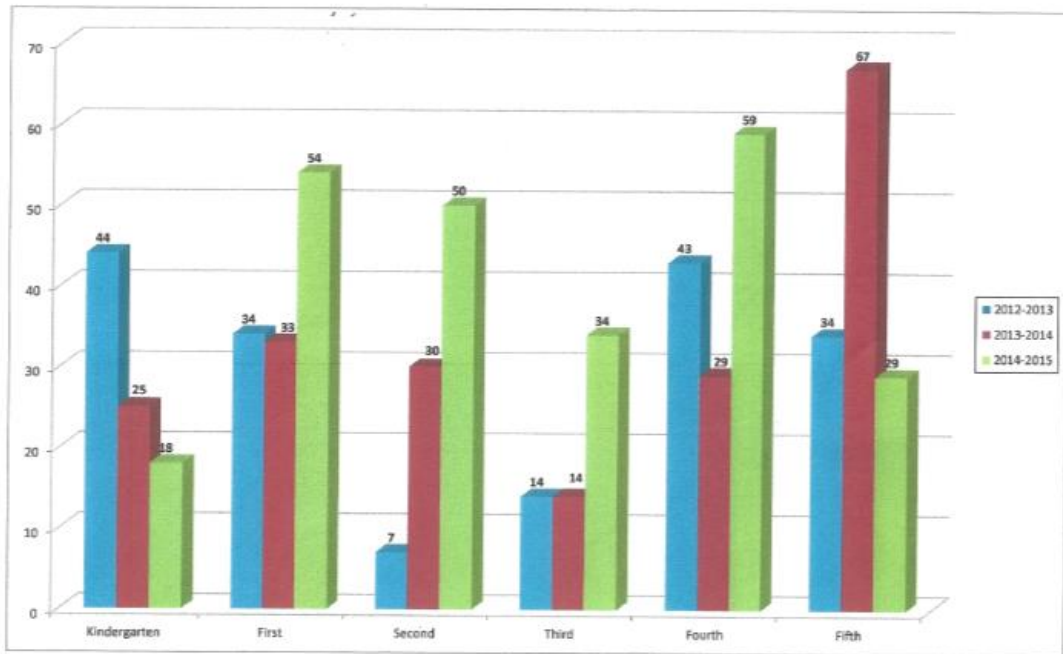
During the 2014-15 school year, we implemented tenets of PBIS (Positive Behavior Intervention Support). Beginning this school year, we are implementing the program school-wide. Clyde Erwin adopted a positive approach to discipline in 2003 and the PBIS structure will formalize this positive approach and create a systematic framework to teach appropriate behavior including personal reflection and goal setting.

Below are graphs that represent historical discipline information and that reveal a correlation between referrals of black males and the fact that this is a one of groups where an achievement gap exists as evidenced by our AMO data.



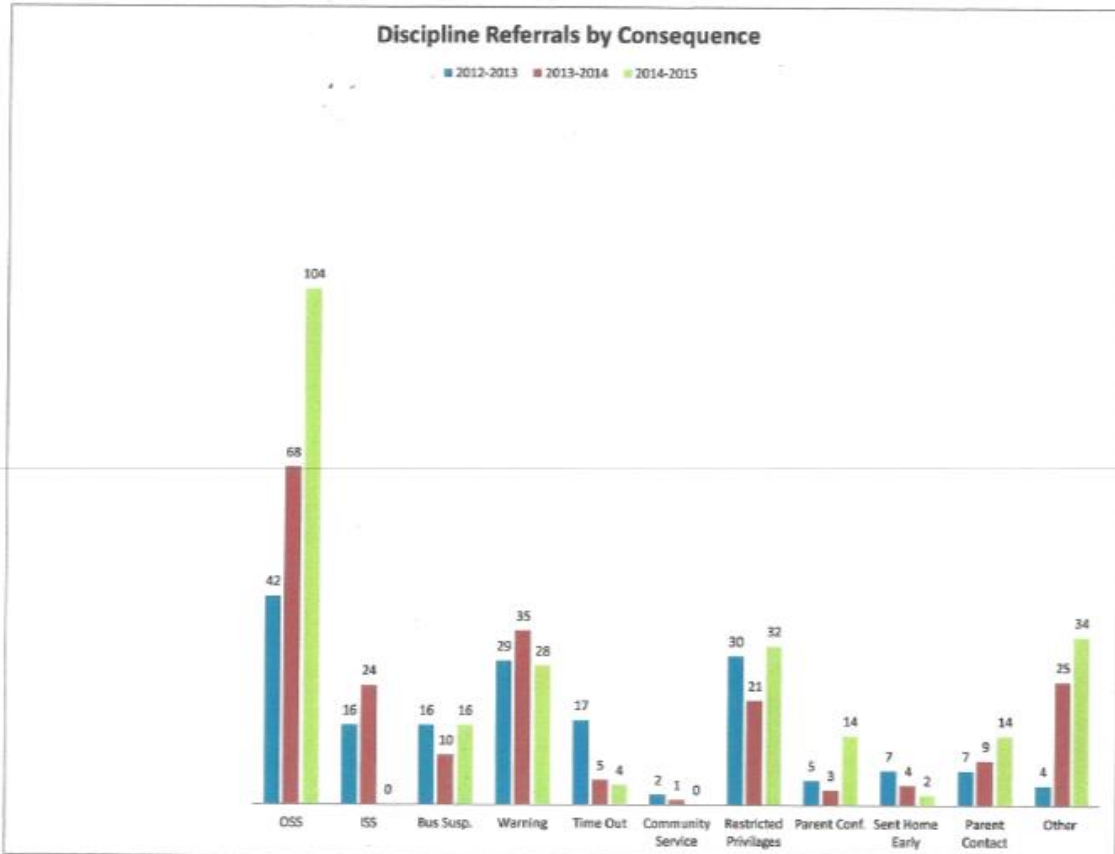
School Profile

Discipline Referrals by Grade Level

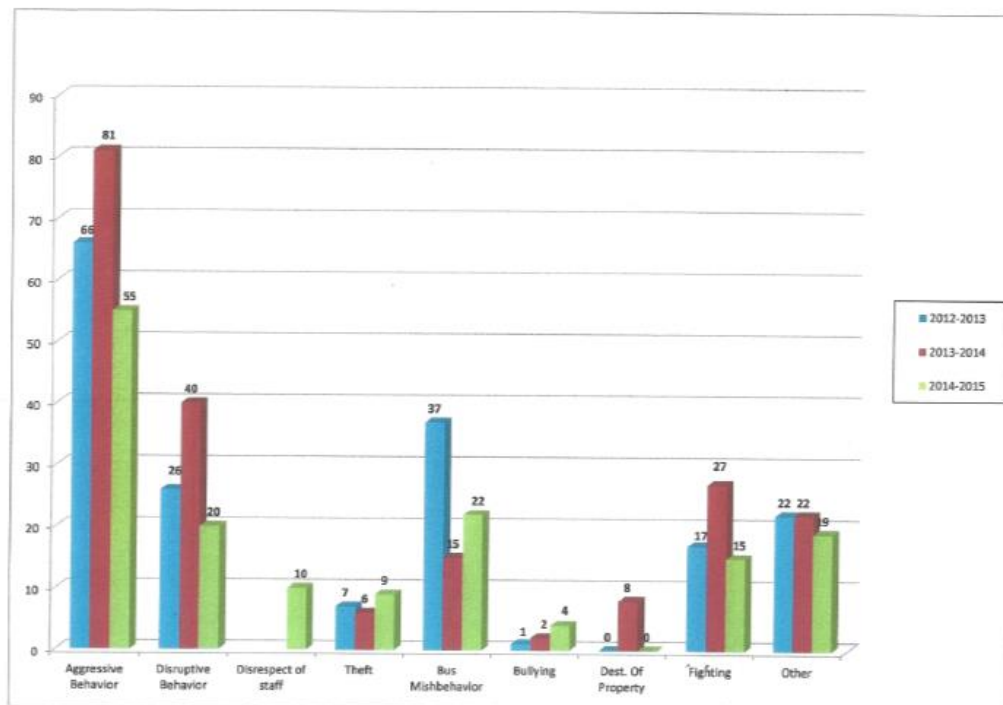




School Profile



Discipline Referrals by Type of Offense





Student and Community Demographic Data

Clyde Erwin is a small school in regards to student population. We presently have a K-5 enrollment of approximately 525 students. Of these students, 39% black, 18% Hispanic, less than 1% Asian, less than 1% American Indian, 9% multi-racial and 39% are white. Our population is also primarily economically disadvantaged as measured by 68% of our students qualifying for free or reduced meal status.

In April 2014, we were awarded International Baccalaureate World School status. We are currently the only authorized IB-PYP school in eastern North Carolina. The International Baccalaureate Primary Years Program helps students internalize the idea that they are citizens of the world. As citizens of the world it is their job to care for the world and its people. This instructional framework utilizes an approach in which the majority of the content is taught through units of inquiry. This allows for the integration of a variety of subjects and provides real world connections and a global perspective.

This school year we have implemented AVID (Advancement Via Individual Determination) in grades 4 and 5. At the beginning of the 2016-2017 school year, we will add 2nd and 3rd grades which will be followed the next school year with Kindergarten and 1st grades. AVID and IB-PYP compliment each other in that IB gives us our instructional framework and avenue to help our students acquire 21st century



School Profile

skills through a global approach and AVID provides us with strategies and best practices to help students achieve or exceed their academic potential.

A summer readiness program was initiated in the summer of 2004 to serve those students scheduled to attend kindergarten. This provides for a smoother transition from preschool to kindergarten and finds those students who participate very comfortable with their new school setting when the school year begins. This also allows teachers to conduct early assessments so they can begin to plan for differentiated instruction. In 2005, we expanded our summer program to include a summer academy for rising 3rd graders who have been identified as at-risk. Students selected to participate are also those who would suffer the greatest amount of academic loss over the summer months due to the lack of structured educational activities they would be involved in because of economic difficulties and working schedules of family members. In addition, we have open enrollment for all students grades 1 through 5 for our “camps”. These include, but are not limited to, physical education, art, dance, gardening, guitar, robotics, storytelling, media, geography and technology. We feel that these programs not only strengthen students’ academic performance and expose them to enrichment opportunities they may not otherwise receive, but that most importantly, provide a safe environment with structured activities, a healthy meal program and the support of caring professionals.

We are proud to be able to offer a variety of extra-curricular activities for our students. The Eaglettes and The Crew are our female and male dance teams. We also have a cheerleading squad and offer Girls On The Run and STRIDE. We also host district



School Profile

supported opportunities such as Chess Club, Academic Derby, Battle of the Books, Math Counts, Science Olympiad and Odyssey of the Mind. Providing these opportunities enables us to help our children identify their many talents that may not necessarily reveal themselves in the classroom. It also enables us to develop the whole child.

Clyde Erwin is very proud to partner with Northwoods Park Middle and Jacksonville High School for a K-12 initiative in globalization. All three schools are recognized as International Baccalaureate World Schools. The sweeping changes taking place in the world and within our society have enormous consequences for today's youth. We know that we must prepare them to function in the increasingly interconnected world of the twenty-first century. Through globalizing our curriculum and partnering with agencies such as World View, North Carolina in the World, The Center for International Understanding, and VIF, it is our hope that every child will encounter intellectually challenging material about global topics integrated into diverse subject areas at each grade level. Students' learning about global issues, cultural diversity, and characteristics that are shared amongst cultures will also include experiential opportunities, including interaction with international counterparts through the Internet and exchange programs. In conjunction with this initiative, we have the unique opportunity to offer Spanish to all students. It is our hope that by exposing every student to foreign language study, they will be proficient in a second language upon graduation from high school. In addition, we are very fortunate to offer SPLASH! which is a Spanish immersion program. Currently, the program spans kindergarten through 3rd grade. Over the next two school years, it will expand to 4th and 5th grades.



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Language immersion programs have been shown to enable students to better develop critical thinking skills in addition to becoming fluent speakers and readers of a second language. Our enthusiasm for this new educational adventure coupled with our access to state of the art technology finds us poised and ready to begin the educational journey that will find our children prepared for college and career success.

School Characteristics

Clyde Erwin Elementary School was erected in 1953. We are located in the New River housing area, designating us as one of the few existing neighborhood schools. Approximately fifty percent of our students live within walking distance of the school. We presently serve 525 students in grades K - 5.

During the 2007-2008 school year, we were granted status as the first elementary magnet school in Onslow County. Approximately 50% of our students reside in the home district while the other 50% come from areas throughout Onslow County. Our instructional focus is cultural arts and global studies. The International Baccalaureate Primary Years Programme is the instructional framework we adhere to.

In late December 2006, construction of our new media center and computer lab was completed. We moved from a library that was 1568 square foot to a beautiful new, state of the art facility that measures in excess of 9,000 square feet. This new addition was the first project of the school bond and is evidence of the support Onslow County Schools receives from voters.



School Profile

Clyde Erwin's children are served by 64 dedicated staff members. We have two administrators; one counselor; one nurse; one school social worker; three office support employees; one media specialist; a half-time AIG specialist, literacy facilitator, instructional coach, digital learning and teaching facilitator, an EC instructional coach and IT technician, one reading specialist; and one speech language pathologist. We have two cross-categorical Exceptional Children teachers, one self-contained EC teacher and 3 EC teacher assistants. We have 24 regular education teachers and 4 enrichment teachers. We currently have 7 teacher assistants in regular classrooms. We have 3 custodians and 5 cafeteria workers.

Clyde Erwin Elementary Magnet School

Strategic Planning Team

2015-2018 Plan

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants **shall be elected by their respective groups by secret ballot**. Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position	Name
Principal	Lori D. Howard
Assistant Principal	Amanda Reopelle
Teacher Representative	Heather Waters
Teacher Representative	Laura Harrell
Teacher Representative	Laura Chivers
Teacher Representative	Sherri Moctezuma
Teacher Representative	Shanta' Cooks
Teacher Representative	Heather Gaona
Teacher Representative	Brandon Sanfilippo
Teacher Representative	Megan McAvoy
Teacher Representative	Melissa Thomas
Teacher Representative	Elizabeth Willover
Instructional Support Representative	Denice Dutcher
Parent Representative	Cara McDermott
Parent Representative	Suzanne Nelson
Parent Representative	Elizabeth Elks
Parent Representative	Jackie Irving
Parent Representative	Leanne Burns
Community Representative	Richard Sheats
Community Representative	Rick Postlethwaite
Other - ECU Principal's Fellow Intern	Carrie Morris

Regulatory Information and Assurance Statement 2015-2016

School:	Clyde Erwin
Date Submitted:	10-20-15

1	Number of Plan Team Members	18
2	Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants were elected (by secret ballot) by their respective groups to serve on the School Strategic Planning Team (SSPT). Mark Yes/No	Yes
3	Percentage of total school staff (see note below) approving updated plan (Number approving plan divided by number voting. If there are no changes, fill in the blank with N/A.	100%
4	Date of vote	10-16-15
5	A secret ballot vote for staff approval of the plan was conducted. Mark Yes/No	Yes
6	Parents on the School Strategic Planning Team were elected by parents of children enrolled in your school. Mark Yes/No	Yes
7	Percentage of School Strategic Planning Team who are parents providing input in the development of the Plan. (Number of parents divided by number of members on the team.)	28%
8	The required staff development reports have been disseminated to the appropriate persons or departments Mark Yes/No	Yes
9	The dates, times, locations, and agenda items for meetings regarding our school strategic plans were publicized so as to abide by the open meetings law. Mark Yes/No	Yes
10	All local, state, and federal legislative regulations regarding school strategic planning were implemented as outlined in G.S. 115C. Mark Yes/No	Yes
11	All required local, State and Federal programs have been addressed in the School Strategic Plan. Mark Yes/No	Yes

Principal's Signature	<i>Lori D. Howard (electronic)</i>
Signature, SSPT Facilitator/ Chairperson	<i>Shanta' Cooks (electronic)</i>
Signature, Elected Parent Representative	<i>Jackie Irving (electronic)</i>
Signature, Elected Parent Representative	<i>Suzanne Nelson (electronic)</i>

Note: Eligible voting staff--principals, assistant principals, licensed instructional personnel, support personnel, and teacher assistants.

Clyde Erwin Elementary Magnet School

Clyde Erwin Elementary School
Onslow County Schools

Mrs. Lori D Howard
323 New River Drive
Jacksonville, NC 28540

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Overview

Plan Name

Clyde Erwin Elementary Magnet School

Plan Description

Strategic Plan 2015-2018

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Every student at Clyde Erwin will have a personalized education that helps prepare them to graduate from high school prepared for work, further education and citizenship.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$12000
2	Every student at Clyde Erwin Elementary has excellent educators, every day.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$300
3	Clyde Erwin Elementary has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.	Objectives: 2 Strategies: 3 Activities: 4	Organizational	\$0
4	Every student at Clyde Erwin will be healthy, safe, and responsible.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$400

Goal 1: Every student at Clyde Erwin will have a personalized education that helps prepare them to graduate from high school prepared for work, further education and citizenship.

Measurable Objective 1:

demonstrate a proficiency in which 100% of all accountability indicators will increase at least 3 points by 06/10/2016 as measured by NC EOG, mclass, K-2 math assessment.

Strategy 1:

Expand student opportunities - for learning through a variety of academic initiatives and programs specifically targeted at improved student achievement.

Research Cited: Daily 5, Fountas & Pinnell, AVID, IB-PYP, PBIS

Activity - Daily 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Daily 5 for ELA K-5	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$0	No Funding Required	Administration , Literacy Coach, Instructional Coach, Teachers

Activity - Daily 3 for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily 3 for Math	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$0	No Funding Required	Teachers, Literacy Coach, Instructional Coach, Administration

Activity - IB-PYP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue implementation of the IB-PYP instructional framework	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$5000	District Funding	Administration , All Certified Staff, Coaches

Activity - AVID	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Clyde Erwin Elementary Magnet School

Clyde Erwin Elementary School

Implement AVID K-5 by 2017	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$5000	District Funding	Administration , Teachers, AVID Site Coordinator, District Support Staff
Activity - WAVE Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to use WAVE scheduling to strengthen PLCs for the purpose of collaboration, crating common assessments and planning differentiated instruction for all students.	Academic Support Program, Professional Learning	08/24/2015	06/10/2016	\$0	No Funding Required	Administration , Teachers, Instructional, Literacy and DLT Coaches
Activity - On-line Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of the following on-line instructional programs: RAZ Kids, Think Through Math, Dreambox, AR, STAR, USA Test Prep	Academic Support Program, Technology	08/24/2015	06/10/2016	\$2000	District Funding	Administration , Teachers, Literacy, Instructional and DLT Coaches
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete implementation of a school-wide PBIS program	Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$0	No Funding Required	Administration , All Staff, District PBIS Coach

Goal 2: Every student at Clyde Erwin Elementary has excellent educators, every day.

Measurable Objective 1:

increase student growth by providing professional development in school-wide and district-wide initiatives to all teachers in order to improve their skills. by 06/10/2016 as measured by student assessment data and relevant ASSIST Survey data..

Strategy 1:

Utilize the NCEES evaluation tool - to determine areas of need for professional development and PDP goals.

Activity - Professional Development Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Clyde Erwin Elementary Magnet School

Clyde Erwin Elementary School

Develop the PDP based on teacher self-assessment, evaluation data and summative assessment data.	Professional Learning	08/24/2015	06/10/2016	\$0	No Funding Required	administrators , coaches, teachers, district staff
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Strategy 2:

Utilize ELEOT data to determine - areas of need for professional development.

Activity - ELEOT Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide professional development based on needs identified through ELEOT observation data.	Professional Learning	08/24/2015	06/10/2016	\$0	District Funding	administration , teachers, coaches, district staff

Strategy 3:

Provide on-going professional development - in school-wide and district-wide initiatives.

Activity - ERPD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize staff meetings and ERPD days for specific training in MTSS, PBIS and "Daily 5".	Professional Learning	08/17/2015	06/10/2016	\$300	State Funds	administration , coaches, teachers, district staff

Strategy 4:

Continue to strengthen PLCs - in order to disaggregate data to differentiate instruction.

Activity - Data PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in further training with the director of accountability and testing to best utilize benchmark data as a tool to differentiate instruction.	Professional Learning	08/24/2015	06/10/2016	\$0	No Funding Required	administration , teachers, coaches, district staff

Goal 3: Clyde Erwin Elementary has up-to-date, effective and efficient financial, business, and technology systems to serve its students, parents and educators.

Measurable Objective 1:

collaborate to increase effective communication to all stakeholders regarding the use of our financial resources by 06/10/2016 as measured by ASSIST Survey Data.

Strategy 1:

Increase communication - among all stakeholders.

Activity - Post financial information on our school website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post financial information on our school website.	Community Engagement, Parent Involvement	12/01/2015	06/10/2016	\$0	No Funding Required	Administration

Measurable Objective 2:

collaborate to increase access to up-to-date technology in all grade levels. by 06/10/2016 as measured by ASSIST Survey data.

Strategy 1:

Increase the use of technology - to enhance 21st century teaching and learning.

Activity - Increase the number of up-to-date devices in each classroom.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase the number of up-to-date devices in each classroom.	Technology	12/01/2015	06/10/2016	\$0	State Funds	Administration , DLTF, technician

Activity - Inventory current technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inventory current technology to determine specific needs.	Technology	10/01/2015	12/01/2015	\$0	No Funding Required	technician

Strategy 2:

Pursue grant opportunities - Pursue grant opportunities specific to enhancing technology in the classroom.

Activity - Grant writing workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend grant writing workshops and enlist support from stakeholders in pursuing technology grants.	Other - Grant writing	11/01/2015	06/10/2016	\$0	No Funding Required	administration , stakeholders

Goal 4: Every student at Clyde Erwin will be healthy, safe, and responsible.

Measurable Objective 1:

collaborate to provide a safe, healthy, and inviting learning environment. by 06/10/2016 as measured by ASSIST Survey data, discipline data, and PowerSchool attendance data.

Strategy 1:

Implement PBIS - schoolwide with fidelity.

Research Cited: PBIS

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct staff training for PBIS Modules.	Behavioral Support Program	10/28/2015	04/13/2016	\$0	No Funding Required	administration , all staff, PBIS district coach

Strategy 2:

Provide opportunities for students - to participate in activities that promote a healthy, active lifestyle.

Activity - Enrichment opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer before and after school enrichment programs (ie. GOTR, STRIDE, Eaglettes, The Crew, Cheerleading, etc.)	Extra Curricular, Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$400	General Fund	administration , all staff, district support as needed

Activity - Fitnessgram	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the Fitnessgram software to monitor student fitness progress.	Other - healthy, active lifestyle	11/01/2015	06/10/2016	\$0	No Funding Required	physical education teacher, administration , district support

Activity - Community Outreach Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with the Health Department to provide community outreach activities that promote physical and mental well-being.	Community Engagement, Parent Involvement	11/01/2015	06/10/2016	\$0	No Funding Required	administration , school counselor, school social worker, school nurse

Strategy 3:

Increase our capacity - to serve the number of students in need of the CHEW program.

Activity - Partner with the United Way	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with the United Way to develop a centralized distribution center for the CHEW program.	Community Engagement	01/01/2016	06/10/2016	\$0	No Funding Required	administration , school counselor, United Way personnel

Strategy 4:

Partner with JPD - to provide citizens education programs.

Activity - DARE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer DARE to all 5th graders.	Community Engagement, Behavioral Support Program	12/01/2015	05/30/2016	\$0	No Funding Required	administration , 5th grade teachers, JPD, DARE officer

Activity - Positive Community Relations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with our community officer to facilitate learning activities that promote positive community relations.	Community Engagement	11/01/2015	06/10/2016	\$0	No Funding Required	administration , school staff, JPD

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enrichment opportunities	Offer before and after school enrichment programs (ie. GOTR, STRIDE, Eaglettes, The Crew, Cheerleading, etc.)	Extra Curricular, Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$400	administration , all staff, district support as needed
Total					\$400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IB-PYP	Continue implementation of the IB-PYP instructional framework	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$5000	Administration , All Certified Staff, Coaches
AVID	Implement AVID K-5 by 2017	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$5000	Administration , Teachers, AVID Site Coordinator, District Support Staff
ELEOT Observations	Provide professional development based on needs identified through ELEOT observation data.	Professional Learning	08/24/2015	06/10/2016	\$0	administration , teachers, coaches, district staff
On-line Programs	Use of the following on-line instructional programs: RAZ Kids, Think Through Math, Dreambox, AR, STAR, USA Test Prep	Academic Support Program, Technology	08/24/2015	06/10/2016	\$2000	Administration , Teachers, Literacy, Instructional and DLT Coaches
Total					\$12000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily 5	Implement Daily 5 for ELA K-5	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$0	Administration , Literacy Coach, Instructional Coach, Teachers
Inventory current technology	Inventory current technology to determine specific needs.	Technology	10/01/2015	12/01/2015	\$0	technician
Fitnessgram	Utilize the Fitnessgram software to monitor student fitness progress.	Other - healthy, active lifestyle	11/01/2015	06/10/2016	\$0	physical education teacher, administration , district support
DARE	Offer DARE to all 5th graders.	Community Engagement, Behavioral Support Program	12/01/2015	05/30/2016	\$0	administration , 5th grade teachers, JPD, DARE officer
Positive Community Relations	Partner with our community officer to facilitate learning activities that promote positive community relations.	Community Engagement	11/01/2015	06/10/2016	\$0	administration , school staff, JPD
PBIS	Complete implementation of a school-wide PBIS program	Academic Support Program, Behavioral Support Program	08/24/2015	06/10/2016	\$0	Administration , All Staff, District PBIS Coach
Grant writing workshops	Attend grant writing workshops and enlist support from stakeholders in pursuing technology grants.	Other - Grant writing	11/01/2015	06/10/2016	\$0	administration , stakeholders
Community Outreach Activities	Partner with the Health Department to provide community outreach activities that promote physical and mental well-being.	Community Engagement, Parent Involvement	11/01/2015	06/10/2016	\$0	administration , school counselor, school social worker, school nurse
Data PD	Participate in further training with the director of accountability and testing to best utilize benchmark data as a tool to differentiate instruction.	Professional Learning	08/24/2015	06/10/2016	\$0	administration , teachers, coaches, district staff
Partner with the United Way	Partner with the United Way to develop a centralized distribution center for the CHEW program.	Community Engagement	01/01/2016	06/10/2016	\$0	administration , school counselor, United Way personnel

Clyde Erwin Elementary Magnet School

Clyde Erwin Elementary School

Professional Development Plan	Develop the PDP based on teacher self-assessment, evaluation data and summative assessment data.	Professional Learning	08/24/2015	06/10/2016	\$0	administrators , coaches, teachers, district staff
WAVE Scheduling	Continue to use WAVE scheduling to strengthen PLCs for the purpose of collaboration, crating common assessments and planning differentiated instruction for all students.	Academic Support Program, Professional Learning	08/24/2015	06/10/2016	\$0	Administration , Teachers, Instructional, Literacy and DLT Coaches
Daily 3 for Math	Daily 3 for Math	Academic Support Program, Direct Instruction	08/24/2015	06/10/2016	\$0	Teachers, Literacy Coach, Instructional Coach, Administration
Professional Development	Conduct staff training for PBIS Modules.	Behavioral Support Program	10/28/2015	04/13/2016	\$0	administration , all staff, PBIS district coach
Post financial information on our school website	Post financial information on our school website.	Community Engagement, Parent Involvement	12/01/2015	06/10/2016	\$0	Administration
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase the number of up-to-date devices in each classroom.	Increase the number of up-to-date devices in each classroom.	Technology	12/01/2015	06/10/2016	\$0	Administration , DLTF, technician
ERPD	Utilize staff meetings and ERPD days for specific training in MTSS, PBIS and "Daily 5".	Professional Learning	08/17/2015	06/10/2016	\$300	administration , coaches, teachers, district staff
Total					\$300	