INTRODUCTION: Codman’s Mission, Vision, Values

Codman Academy’s mission is to provide an outstanding, transformative education that prepares students for success in college, further education, and beyond. Our vision is to educate the whole student: mind, body, and character. With the city and world as our classroom, we offer a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

Our educational values reflect EL Education’s Dimensions of Student Achievement and emphasize student mastery of knowledge and skills, character development and production of high quality work (see Appendix A). We believe learning is an expedition into the unknown for the purposes of personal and intellectual growth and greater understanding. We guide students along their expeditionary journeys with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. By addressing individual differences, promoting personal wellness, offering outstanding academic instruction and providing love and safety along the educational journey, we maximize each student’s potential for academic and personal success, creative expression, and achievement. Codman strives to cultivate a deep sense of curiosity, mastery of subject matter, commitment, character, and confidence in students who are then able to achieve personal success beyond Codman and envision and contribute to building a better world.

PURPOSE & DESIGN: Codman’s 2018-2023 Plan

The purpose of this five-year strategic plan is to continue to distinguish Codman as a high achieving, national model public charter school that leverages EL Education practices to deliver on the promise of a challenging, holisic, and highly personalized education for all students. Together, this plan’s three strategies are designed to achieve high levels of achievement by equipping students with the skills and knowledge; sense of agency, integrity, well-being and social justice; as well as the real-world understanding to successfully navigate rewarding postsecondary pathways and to contribute meaningfully to their communities.

Building upon the exceptional success and development achieved through Codman’s last 5-year plan, the strategies to achieving our goal expressed in this new plan include (1) fully and effectively integrating EL Education design and complementary practices for differentiated curriculum and instruction; (2) recruiting, developing and retaining highly effective educators who can successfully implement Codman’s mission; (3) building our financial well being; and (4) continuing to innovate: by empowering Codman families with educational tools to foster student achievement; by enhancing existing and building new partnerships with community partners including the Codman Square Health Center; and by extending supports to our graduates to advance post-Codman success. Each of these strategies as articulated in the plan reflects the recommendations and aspirations of Codman students, parents, educators, staff and school and foundation board members.
<table>
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<tr>
<th>STRATEGIES: in brief</th>
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<td><strong>STUDENT ACHIEVEMENT</strong></td>
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<tr>
<td>Fully integrate EL Education practices and complementary strategies to ensure high levels of student achievement</td>
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<td><strong>FINANCIAL SUSTAINABILITY</strong></td>
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<tr>
<td>Build Codman’s financial resource base to ensure high levels of student achievement</td>
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### STRATEGY 1

**Fully integrate EL Education practices and complementary strategies to ensure high levels of student achievement**

#### Tactic A:

** Provide rigorous curriculum and instruction, emphasizing student mastery of foundational and advanced skills and knowledge**

**Action Steps:**

1. Ensure that Codman’s K1-12 curriculum aligns with state standards, reflects EL Education principles and Codman’s mission:
   - a. Conduct a regular curriculum audit led by educators with deep knowledge of EL Education practices
   - b. Adopt E-QuIP criteria across departments and grades to assess lesson and unit alignment with Massachusetts state standards
   - c. Ensure curriculum alignment with EL principles, including (i) skill development activities linked to authentic student mastery tasks; (ii) emphasis on process questions to engender higher order thinking and personal responsibility for learning; and (iii) integration of classroom protocols to promote authentic engagement, student voice, and active learning
2. Develop capacity to collect and use formative assessment data to meet the needs of diverse learners, including students who show gaps in skills and knowledge and/or students who show readiness for greater challenge
3. Utilize co-planning time, instructional coaching, and other tools to facilitate excellence in differentiated instruction, instructional scaffolding, and educationally effective collaboration among classroom educators, specialists, and coaches
4. Conduct internal audits of classrooms to assure that educators are delivering a high quality academic program that meets the needs of all learners

#### Progress & Success Indicators

(for Tactics A and B)

- 90% of reviewed lesson plans are aligned with EL and Codman best practices
- 90% of observed lessons are aligned with EL and Codman best practices
- 75% of classroom educators report a high degree of satisfaction with support provided through instructional coaching and other skill development tools
- % of students achieving proficiency at a rate higher than the average of the last 3 years in Upper School MCAS
- All MCAS proficiency scores higher than the local district in grades 3-10
- MCAS Proficiency scores of diverse learners higher than the average of the last 3 years

#### Key Staff

- Teachers
- Instructional Coaches
- Principals
- Head of School

### Tactic B:

**Implement EL Education practices to render high quality student work at each grade level**

**Action Steps:**

1. Provide on-going training so that educators are proficient in “norming” rubrics for assessment, creating high quality tasks, implementing effective protocols, and employing performance standards-based assessments
2. Enlist instructional coaches to expand backward planning practices, use of rubrics, and integration of EL Education models to evaluate and improve high quality student work tasks
3. Develop cross-disciplinary, grade-level, real-world expeditions that incorporate academics/social justice/the arts/athletics/nutrition and wellness to promote learning, academic excellence and preparation for successful and healthy lives

#### Progress & Success Indicators

75% of students in grade 3 read on grade level as measured by F&P and/or DIBELS.

85% of K1-2 students meet grade level mastery on Math Standard LT data.

#### Key Staff

- Teachers
- Instructional Coaches
- Principals
- Head of School

### Tactic C:

**Strengthen the teaching of character development to foster student achievement by consistently modeling and promoting Habits of Scholarship (e.g., responsibility, collaboration, critique, compassion and effort)**

**Action Steps:**

1. Leverage the EL Education network to ensure that educators receive high quality training in strategies for cultivating the Habits of Scholarship
   - a. Codify Codman community norms and values, including the use of consistent language and real-world examples to reinforce Habits of Scholarship associated with student achievement

#### Progress & Success Indicators

95% student attendance rate

90% of students will reflect on, report out and set goals for Habits of Scholarship through Student Led Conferences

90% classrooms meet ESE description of
| STRATEGY 1  (cont.) | b. Embed teaching of Habits of Scholarship beyond classrooms through expeditions, crew, and other defining Codman structures  
| | c. Measure student growth in character development and report results to parents in a manner that is easily understood and actionable; assess the efficacy of these efforts  
| | 2. Strengthen the integration of restorative and trauma-informed practices, including full integration of a PBIS model K1-12  
| | 3. Reinforce performance expectation that staff continuously model both EL Education Habits of Scholarship and PBIS practices | classrooms conducive to learning  
| Key Staff | Teachers  
| | Deans of Culture  
| | SEL Coordinator  
| | Instructional Coaches  
| | Principals | At least one authentic project that improves the world in every course for every grade level as measured by a curriculum audit  

| STRATEGY 2 | Recruit, on-board, develop and maintain outstanding educators and staff to ensure high levels of student achievement  
| Tactic A: Continuously improve school-wide system for recruiting, on-boarding, developing and retaining highly effective educators and staff who share a commitment to Codman’s mission, vision, students, and community  
| Action Steps:  
| 1. Identify and refine effective strategies for recruiting and hiring highly qualified educators who deliver strong and effective instruction and display strong content knowledge and cultural competencies to meet the needs of Codman students, and who demonstrate an ability to facilitate high levels of student achievement  
| 2. Improve educator on-boarding practices, reinforcing consistent use of (1) EL Education frameworks for curriculum and instruction; (2) classroom-level and school-wide protocols and customs that promote Codman’s school culture; (3) data to tailor student supports through differentiated instruction; (4) best practices for partnering with families; and (5) effective collaboration with community partners in support of student achievement  
| 3. Strengthen professional development practices, including use of (1) SMART goals, (2) collaborative planning time, and (3) coaching to ensure that educators are equipped to meet Codman educator performance expectations  
| 4. Gather and analyze hiring, professional development, retention, and performance data in order to assess and improve Codman’s educator development system  
| 5. Review and assess salary structure, salaries and benefits, including consideration of health care, dental care, childcare, student loan repayment, tuition reimbursement, & tax-sheltered annuity matching, so that Codman’s staff is competitively compensated | Progress & Success Indicators  
| 80% of educators retained for 3+ years  
| 50% reduction in midyear involuntary educator departures  
| 50% of educators who remain at Codman for 5+ years teach a master class at the EL National Conference  
| 90% of staff perform at or above Proficient as measured by annual performance reviews | Key Staff  
| | Principals  
| | Chief Operating Officer  
| | Instructional Coaches  
| | Head of School |
### STRATEGY 3
**Build Codman’s financial resource base to ensure high levels of student achievement**

**Tactic A:** Build endowment, pay down debt, and pursue grant funding to advance Codman’s strategic priorities and ensure its financial stability

**Action Steps:**
1. Expand endowment to meet the goals of the capital campaign
2. Reduce debt
3. Strengthen the alignment of strategic planning, annual budgeting, and fundraising activities
   - Prioritize annual fund and capital campaign goals and strategic planning priorities when seeking grants, gifts, and other new funding streams
   - Create a school-wide process for ensuring that grants, gifts, and other new funding streams advance activities that are consistent with Codman’s mission, vision, strategic objectives, including funding objectives, and are sustainable
4. Create long-term plan for Codman campus, including addressing long-term requirements, unmet needs and green space

**Progress & Success Indicators**
- Build endowment from 0 to $1.5 million
- Pay down debt from $6.2 million to 0
- Develop facilities plan that addresses long-term requirements, unmet needs and green space

**Key Staff**
- Head of School
- Chief Operating Officer
- Director of Development

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### STRATEGY 4
**Foster innovation to ensure high levels of student achievement for students and to smooth post-secondary transitions for students and alumni**

**Tactic A:** Bolster capacity for families to support high levels of student achievement

**Action Steps:**
1. Conduct needs assessment as basis for developing strategic family engagement plan
2. Create learning opportunities for parents on standards-based grading, character development practices, school-family communication, MCAS preparation, available student supports, the like.
3. Build capacity for Parent Council to inform school governance and strengthen family engagement at each grade level and across the school

**Progress & Success Indicators**
- 75% of parents participate in learning opportunities about Codman’s educational practices
- 50% of families participate in school survey

**Key Staff**
- Principals
- Deans of Culture
- CSHC-CACPS Partnership Director
- Dean of Enrichment
- Head of School

**Tactic B:** Expand capacity for community partnerships to support high levels of student achievement

**Action Steps:**
1. Conduct community partner inventory as basis for organizing volunteer opportunities in support of strategic objectives, including tutoring, mentoring, providing school building support, and fieldwork sites for students
2. Ensure that community partnerships are designed and evaluated according to EL Education principles
3. Connect Codman families with children (age 0-4) to prenatal care and preschool programming.
4. Strengthen partnership with Codman Square Health Center, including health screenings, the Summer Internship program, school to workforce development, and early childhood care.
5. Continue existing community partnerships, including with Dorchester YMCA, Huntington Theatre, and American Youth Foundation/Camp Merrowvista, and develop new community partnerships to support after-school and summer opportunities, enrichment, wellness, and academic achievement

**Progress & Success Indicators**
- 90% of students access care at CSHC (e.g. primary care, screenings, reproductive health)
- 90% siblings age 0-4 participate in early education programming

**Key Staff**
- Principals
- Deans of Culture
- CSHC-CACPS Partnership Director
- Dean of Enrichment
- Head of School
| STRATEGY 4  
(cont.) | **Tactic C:** Offer Codman graduates academic and professional guidance to support college and post-secondary education admissions, financial support and success, and bridge school to college/career transitions |
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<tbody>
<tr>
<td><strong>Action Steps:</strong></td>
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<tr>
<td>1.</td>
<td>Conduct needs assessment of Codman graduate experiences to identify school to college/career transitional challenges or barriers to success and aspects of Codman that they regard as effectively preparing them for these transitions and to identify resources and supports required to navigate early college/career pathways</td>
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<tr>
<td>2.</td>
<td>Develop programs to support alumni in achieving success in post-secondary education</td>
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<td>3.</td>
<td>Develop programs to facilitate placement of alumni in good positions with businesses and community organizations</td>
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<td>4.</td>
<td>Refine tracking of post-Codman outcomes in order to inform of current student and alumni programming</td>
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<td>5.</td>
<td>Provide graduates with transitional guidance and assistance with resources and supports required to navigate early college/career pathways</td>
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<td>6.</td>
<td>Implement program to cultivate Codman graduates as mentors to current students and other alums</td>
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<tr>
<td><strong>Progress &amp; Success Indicators</strong></td>
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<tr>
<td>50% of grads will earn a 4 year degree in 6 years</td>
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<td>66% of students who matriculate will graduate in 6 years</td>
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<tr>
<td>70% of students will matriculate to 4 year schools</td>
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<td>95% of graduates will complete post-secondary specialized job training or a post-secondary educational program</td>
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<td><strong>Key Staff</strong></td>
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<tr>
<td>• Dean of College and Career</td>
<td></td>
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<tr>
<td>• Alumni Researcher</td>
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<tr>
<td>• Principal 9-12</td>
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<tr>
<td>• Head of School</td>
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APPENDIX A: EXPEDITIONARY LEARNING EDUCATION DIMENSIONS OF STUDENT ACHIEVEMENT

EL Education partners with schools and districts and provides educational resources to educators across the world in service of an expanded vision of student achievement. We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character. Our vision of student achievement therefore has three dimensions: Mastery of Academic Skills and Content, High-Quality Work, and Character.

<table>
<thead>
<tr>
<th>Mastery of Knowledge and Skills</th>
<th>Students</th>
<th>Educators and Leaders</th>
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<tbody>
<tr>
<td>1. Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline</td>
<td>1. Ensure that curriculum, instruction, and assessments are rigorous, meaningful, and aligned with standards</td>
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<td>2. Apply their learning: transfer knowledge and skills to novel, meaningful tasks</td>
<td>2. Use assessment practices that position students as leaders of their own learning</td>
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<td>3. Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives</td>
<td>3. Use meaningful data for both educators and students to track progress toward learning goals</td>
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<tr>
<td>4. Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines</td>
<td>4. Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems</td>
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<thead>
<tr>
<th>Character</th>
<th>Students</th>
<th>Educators and Leaders</th>
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<tbody>
<tr>
<td>1. Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)</td>
<td>1. Elevate student voice and leadership in classrooms and across the school</td>
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<td>2. Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)</td>
<td>2. Make habits of scholarship visible across the school and in daily instruction</td>
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<td>3. Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)</td>
<td>3. Model a school-wide culture of respect and compassion</td>
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<td>4.</td>
<td>4. Prioritize social and emotional learning, along with academic learning, across the school</td>
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<thead>
<tr>
<th>High-Quality Work</th>
<th>Students</th>
<th>Educators and Leaders</th>
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<tbody>
<tr>
<td>1. Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding</td>
<td>1. Design tasks that ask students to apply, analyze, evaluate and create as part of their work</td>
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<td>2. Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution</td>
<td>2. Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality</td>
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<tr>
<td>3. Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school</td>
<td>3. Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning</td>
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APPENDIX B: CODMAN ACADEMY STRATEGIC PLAN PILOT IDEAS TO JUMP START INNOVATION

1. Provide training/mentoring to deepen cultural competencies among CACPS staff members

2. Create library of authentic student work samples to “norm” performance standards (by grade-level bands) and use these exemplars to create high quality work tasks, with complementary instructional protocols

3. Develop opportunities to generate additional income in support of Codman’s strategic objectives

4. Experiment with expeditionary structure and crew supports to facilitate character development

5. Fully adopt Positive Behavioral and Intervention Systems (PBIS)

6. Establish “everything Codman” orientation course for new volunteers

7. To improve school-family communication and collaboration consider the following
   a) Expanded home visit program - Lower- and middle-school home visit program to empower parents/guardians as educational partners
   b) Deepen coordination with Codman Square Health Center on behalf of students and families
   c) Foster parent volunteerism
   d) Consider the provision of family or adult learning services to strengthen school-family collaboration that advances high levels of student achievement
   e) Over time, Integrate social media into strategic school-family communication plan
   f) In conjunction with local public/nonprofit organizations, develop on-site adult learning services (e.g., ESL, financial literacy, resume writing, etc.)
   g) Offer families after-school support through homework/tutoring club
   h) Further define family resource coordinator role
   i) Formalize use of interns to support staff
   j) Build capacity for Parent Council to inform school governance and strengthen family engagement at each grade level and across elementary/middle and high school
   k) Consider posting new volunteer positions with employment opportunities to broaden volunteer recruitment efforts

8. To help high school students identify and prepare for post-secondary options, establish clear expeditionary pathways (school-year internships, summer opportunities, after-school clubs, Saturday classes) in professional clusters (e.g., green and/or environmental industries, health care, STEM, media and communications, education, finance, social entrepreneurship, etc.)

9. Evaluate need, costs, and potential benefits of supports for alumni the following areas:
   a) Career/personal finance /21st century life skills counseling to facilitate successful post- secondary transitions
   b) An endowment for college scholarships and Codman post-graduate programs
   c) Methods for providing regular academic advising and support to graduates throughout the academic year