



Claremont Academy Elementary School (/school-plans/92) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/12/2016	Rebecca Stinson, Mary Beth Padezanin, Sharon Griffin	Overview of the CIWP process and Developing a well balanced team for CIWP
01/19/2016	Sharon Griffin, Brenda Strange, Roderick Gray, Patricia Krik-Wade	Math needs assessment and review of CIWP
01/26/2016	Sharon Griffin, Brenda Strange, Roderick Gray, Patricia Krik-Wade	SEF, Math Instructional Practices
01/19/2016	Mary Beth Padezanin, Jacob Vinsel, Keisha Webster, Kelli Fortenberry	Literacy needs assessment and review of CIWP

01/26/2016	Mary Beth Padezanin, Jacob Vinsel, Keisha Webster, Kelli Fortenberry	SEF, Literacy Instructional Practices
01/19/2016	Kimberly Buckles, Jaqueline Hales, Mildred Johnson, Michele CHristian	Attendance needs and review of CIWP
01/26/2016	Kimberly Buckles, Jaqueline Hales, Mildred Johnson, Michele CHristian	SEF, Attendance Plan and BiLingual
01/19/2016	Maureen Dooley, Leticia Williams, Annie Casey	DL needs assessment and review of CIWP, ACCESS Testing
01/26/2016	Maureen Dooley, Leticia Williams, Annie Casey	DL best practices and SEF
01/19/2016	Tammara Wofford, Phennies Moore, Ralph Davis	SEL needs assessment and review of CIWP
01/26/2016	Tammara Wofford, Phennies Moore, Ralph Davis	SEF best practices and SEL
02/08/2016	Rebecca Stinson, Mary Beth Padezanin, Sharon Griffin, Kimberly Buckles, Maureen Dooley, Tammara Wofford	SEF priorities
03/01/2016	Rebecca Stinson, Mary Beth Padezanin, Sharon Griffin, Kimberly Buckles, Maureen Dooley, Tammara Wofford w teachers	Goals and strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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Claremont Academy has an established, clear mission for the school. This shared mission was created with input from all stakeholders with shared accountability for outcomes. According to the 5-Essentials survey, Claremont is well-organized for improvement and has a Strong score for Effective Leaders. The strongest scores came in the areas of Program Coherence, Instructional Leadership and Principal-Teacher Trust. Goals are focused on student success--improved instructional practices, through Professional Development, and differentiation to increase student achievement, improve student attendance, and SEL connection to the school. These goals are at the forefront of all and Teacher-leaders are established to chair committees for school improvement. The CPS Framework for Teaching is the center of all instructional observations and coaching sessions. Leadership opportunities for teachers are available for various projects, committees and positions. Administrative Leadership team formed for shared responsibility, accountability, data sharing, problem-solving, and to ensure program consistency across the school. All activities-PDs, student activities, parent components, instructional focus, and leadership-are aligned to the CPS pillars.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**

- Model ambitious goals for teaching and learning for all students, including priority groups.
- Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

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The Claremont ILT team consists of content specialist/lead teachers of Math and Technology, DL teacher and Case Manager, teacher representatives for Literacy, Math, Science, SEL coach, AP and Principal. The team looks at school-wide goals and plans for Continuous Cycles of Improvement. The team uses NWEA assessment data and classroom observations to plan areas of focus. The ILT schedules peer observations of best practices. Team meetings need to increase to 2 times per month. Teachers should drive the agenda with student data review. The ILT became defunct during the third quarter and needs a strong chairperson.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Claremont was rated Very strong in PD on the 5 essentials. Teachers are provided with common prep times to allow them to collaborate with other teachers as well as lead teachers and administration. Grade level PDs are held bi-weekly. Workshops were held on Deep Diving in to the CCSS with standards studies and one-on-one coaching. Math lead teacher provides modeling and coaching. Teachers work together to dive into the Common Core standards to map out yearly goals. Peer observations assist teachers as they receive professional feedback from other teachers as well as observe the instructional practices of other teacher. Grade level meetings allow teachers to review the data related to their students progress and adjust accordingly. Instructional coaches are available to assist teachers as needed.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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Resources are aligned to ciwp priorities to allow teachers and receive maximum benefit. Common preparation times allow teachers to collaborate and combine resources to effectively to better instruct the students. Schedules are created with recess coordinators and lunchroom staff to make effective use of time needed for instruction. Consultants are provided for both teachers and students to meet professional and educational needs of both teachers and students. Saturday and before school programs are aligned to meet the needs individual students. Partnerships are formed for recess supports, safe play, and SEL team building. Opportunities for student trips are available that support instructional units. Resources are available for incentives for attendance.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

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All content is standards-based and adhere to the CPS Content Framework. A scope and sequence is followed for Literacy and Mathematics. Units of study are developed based on standards with performance assessments and progress monitoring planned at the beginning of the unit and monitored throughout the unit for mastery. DL teachers work with the classroom teachers on creating and modifying units. All materials are at grade level. Units include arts integration, technology integration and a field experience to ensure consolidation of learning. Differentiation occurs in literacy and mathematics and is evident in unit and lesson plans. Alignment, pacing, and evaluating assessments are monitored at bi-monthly meetings. According to the 5-Essentials, Collaborative Teachers and Ambitious Instruction are rated Strong. To ensure that our DL subgroup meets growth targets, most instruction is in the gen ed classroom, with support from DL teachers, to ensure exposure to rigorous instruction. Workshops and PD on standards are held so all instruction is standards-based using best practices.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP**

(<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

All instructional materials are at grade level and are aligned with the CCSS. Materials for DL students are the same for the general ed population but used with modifications. There is a variety of supplemental materials to support and modify the curriculum. Adaptive technology program used at all grade levels to support instruction. Classroom libraries have various readability levels and libraries are available for all content areas. Novels and short stories are used to support units.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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Teachers create unit plans with Performance Based assessments. It is the common belief that all students can learn and master the standards; this belief is in our mission and vision statements. Claremont scored Strong on Ambitious Instruction on the 5Essentials survey. Instruction is clear and the work is engaging. The units in both ELA and Mathematics are built on basic skills and instruction and student tasks are scaffolded to meet the needs of all learners and ensure mastery of the standards. All objectives are standard-based and instruction is at grade level. Instructional tasks are complex in nature with students and require students to think critically and not just use rote memorization. Greater need for students to create authentic work. Student work is analyzed during weekly grade level meeting to monitor rigor and strategic thinking. Literacy instruction includes the use of novels and complex texts for close, analytical reading and thinking. Math instruction includes math talks and thinking and application problems.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see Culture for Learning)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students,

to think strategically as speakers, listeners, readers, and writers.

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Score

1 2 3 4

Claremont partners with the University of Chicago SUCCESS Project to support students in the transitions from grade six through high school and beyond. The Success coordinator works closely with the counselor in assisting students with the HS application process, choosing a high school, and visiting high schools. Students attend HS Fairs, Claremont hosted a Fair for the seventh and eighth grade students where HS representatives visited the school. Students also have the opportunity to visit various high schools. The Success Coordinator works with every student in grades six through eight on goal-setting, good choices, creating an awareness when students are not On-Track, and career options. Eligible eighth grade students participate in Algebra class. Each member of the Leadership Team has adopted a grade level. The adult meets with the students that are not on-track and deep-dive with the students the root cause and create action plans to assist students with their success.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.

- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Objectives are aligned to standards; the purpose of the lesson is not always made clear to the students. Questioning is more aligned to basic understanding and comprehension. Higher order and critical thinking and problem solving is evident but not always the norm. This type of thinking is more evident in student responses than in previous years and instruction is increasingly focused on getting students to become thinkers and not passive learners. Instruction is scaffolded to ensure that all student, including DL and EL students, can master the standards. Unit and lesson planning include differentiation, however this is not always evident in all classrooms and is a school-wide goal. Assessment plans with Progress Monitoring, and all formative assessments are included in the Unit Plans to frequently monitor student progress toward mastery of the standards. Use of data to identify students that are off-track and instructional plans are created to identify areas of need. Saturday and before school programs are in place for students that need additional instruction. Progress monitoring tool needed for students in grades 3-8. School-wide attainment and growth targets have not been met on the NWEA.

Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
- Effectively communicate with students.
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- Use questioning and discussion as techniques to deepen student understanding and challenge.
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

- questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

Claremont has a dedicated MTSS folder that all staff can access for various Tiered supports. A process is in place for student referrals which indicates all Tiered supports that were offered to the students. Case Manager is strong in MTSS and interventions and serves as a resource to the staff. Tier One supports are evident in the classrooms. Differentiation is evident in lesson plans. Dedicated MTSS period at all grade levels. Middle school teachers need to use this period more effectively and less as a homework period. Students that are off-track at the five week mark must have a written academic plan to assist in improving student's academics which includes parental and behavioral supports. Before school programs for students that are Off-Track for additional supports that are available for all students—including DL and EL students. Counselor works with students and families that are off-track for attendance. Every member of the administration team supports a grade level and monitors students that are off-track for academics, attendance or behavior and works with the students and teachers on a plan to get them back on-track. Our student off-track continues to hover around 45%. PLPs are written and monitored for all students that attended mandatory summer programs.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.

- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Unit plans are developed by teachers with a Performance Assessment, formative assessments, Progress Monitoring (mid-unit) and summative assessments included. All assessments are standard-based. Grade books show a balanced assessment plan including various types of assessments. School-wide weight system used. Grade book lists assessments by standards and show a progression of mastery. Teachers need to give additional supports and opportunities for students to retake assessments. Administration monitors grade book frequently with feedback for improvement. Teacher feedback is not always actionable and show how students can improve their work for mastery. Not all students are aware of what makes high quality work. DL students have modifications to their assignments while still maintaining high expectations and a focus on mastery of standards.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for

- students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
 - **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
 - **Utilize assessments that measure the development of academic language for English learners.**
 - **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
 - **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
 - **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

High expectations from the teachers are a constant at the school. Students are easily frustrated when they believe the work is too difficult or challenging. Teachers lessons are standard-driven which keeps the curriculum rigorous. The importance of success and achievement is stressed throughout the building concerning all areas of the student-academics, conduct, attendance, and social skills. On the 5 Essentials we scored Neutral in the area of Supportive Environments. Teachers enter positive behavior logs for students that exemplify positive attitudes toward their academics, behavior or social skills. Claremont scored Very Strong on the survey for Ambitious Instruction showing that students are encouraged to build and apply knowledge with clear expectations.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

Every student has the opportunity to form relationships with adults in the school community. Outside of the classroom this comes in the form of after school programming. Outside agencies mentor at-risk students regularly, this includes personal mentoring, monitoring achievement exposure to various careers and colleges, and tutoring. All DL and EL students are encouraged to participate in after school programs and are integrated in to general ed programs. According to the 5Essentials Claremont is neutral for student-teacher trust. The majority of students feel that the teachers listen to their ideas, treat them with respect and keep their promises. Teacher-Principal trust is strong where most teachers feel comfortable talking to the principal, and the principal is an effective manager that makes the school run smoothly. Teacher-teacher trust is Very Strong where all teachers agree they teach each other, respect each other and communicate well.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

Every student has the opportunity to participate in after school programming. These programs include sports, the arts, technology, and mentoring. All after school programs have a built in homework assistance and remediation component. Middle grade students participate in Exploratory programs that provide exposure to new experiences outside of the core content. Currently there are no service learning projects at the school and students have limited voice in leading school improvement initiatives.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.

- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 **2** 3 4

A school wide discipline plan is in place but not consistently implemented. PATHS is used in the primary classrooms. Classroom teachers created behavior plan for their classroom. Inconsistency in following discipline plans. The school is considered a safe place for students however, much of the violence of the neighborhood is carried into the school. Clear behavior interventions need to be followed. Personal plans are made for students with continual problems. Students with discipline infractions remain high. Programs for Safety to School, Gang Prevention, and Drug and Sex Safety are integrated into the curriculum. Students with positive behavior are recognized through the students logger system and school announcements. SEL/Climate coach works with anger coping groups, modeling and coaching for teachers and security, and small groups for behaviors. Coordinator or any personnel if they experience any problems. Additionally, there are four security personnel to support a safe school environment. These practices are in place based on the Weak rating on the 5 Essentials from students and staff.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.

- Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
- Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 3 4

Claremont has taken a proactive stance at reinforcing positive student behavior throughout the school. Teachers are not only encouraged, but expected to document positive interactions with students on a weekly basis. This is done in an effort to move the increase the ratio of positive to corrective interactions between staff members and students. Each morning, students are reminded of the school-wide expectation to show Claremont PRIDE and at the close of the day, documented positive interactions are pulled from Student Logger and announced over the intercom. The school has adopted a vision of showing Claremont PRIDE, which focuses on positively stated expectations from all individuals (adults and students alike) focusing on purpose, respect, integrity, discipline, and excellence and are easy to remember. A Climate Team was created this year to address issues, but does not meet on a regular basis. All incidents that require disciplinary interventions reinforce SEL standards and behavior expectations, however MTSS opportunities do not regularly integrate SEL standards at this time. Claremont has designated an individual (Climate Coach/Disciplinarian) to manage responses and interventions to behavior infractions using consistent practices and restorative procedures.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**

- Ensure classroom instruction continues when problem behavior occurs.
- Prefer responses that do not remove students from regular instructional setting or after school activities.
- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

We are in an upward trend with Involved Families on the 5 Essential surveys moving from neutral toward strong. We offer an open, inviting and friendly atmosphere. Parents are encouraged to come into the school, volunteer and meet with staff members. There are many opportunities for parents to participate in activities such as Family Night, Open Houses, assemblies and parent workshops. Our PAC has established monthly parent trainings and workshops that include managing stress, budgeting, and helping their student achieve. These are coupled with parent trips to various Chicago activities to reinforce helping families have activities outside of the school to support student achievement. Our BAC meets monthly to keep EL students in the forefront. The school is part of CSI with additional programming and supports for parents and families.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Five Essentials	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We have earned a 95% growth previously and our goal is to reach that again. In response to the previous growth, we are differentiating instruction for all students. We are targeting the students that are showing no or negative growth.	95.00	1.00	70.00	90.00
National School Growth Percentile - Math				
We have earned a 73% growth previously and our goal is to reach that again. In response to the previous growth, we are differentiating instruction for all students. We are targeting the students that are showing no or negative growth.	73.00	11.00	70.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Last year we had less than 40% of students meeting their growth targets. We attribute this to lack of scaffolding and differentiation.	67.60	(Blank)	70.00	90.00
African-American Growth Percentile - Reading				
See above	95.00	1.00	70.00	90.00
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
DL population is instructed in the gen ed classrooms with support from DL teacher and SECAs.	71.00	1.00	70.00	90.00
African-American Growth Percentile - Math				
see above	73.00	11.00	70.00	90.00
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Diverse Learner Growth Percentile - Math

DL population is instructed in the gen ed classrooms with support from DL teacher and SECAs.	64.00	1.00	70.00	90.00
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National School Attainment Percentile - Reading (Grades 3-8)

Previous attainment was at 40%. We attribute the decrease to lack of scaffolding and differentiation.	40.00	8.00	60.00	70.00
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National School Attainment Percentile - Math (Grades 3-8)

Previous attainment was at 31%. We attribute the decrease to lack of scaffolding and differentiation.	31.00	12.00	60.00	70.00
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National School Attainment Percentile - Reading (Grade 2)

Providing targeted interventions and assistance to second grade students before school and on Saturday.	19.00	39.00	60.00	70.00
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National School Attainment Percentile - Math (Grade 2)

Providing targeted interventions and assistance to second grade students before school and on Saturday.	20.00	45.00	60.00	70.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Average Daily Attendance Rate

Attendance is at its highest this year. Teachers are continually contacting homes and keeping attendance logs. Each member of the admin team works with a grade level to assist with keeping them on-track for attendance.	92.30	92.80	95.00	96.00
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My Voice, My School 5 Essentials Survey

Claremont is identified as highly-organized for success. We need to increase the parental involvement and the safety of students in the neighborhood.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

weekly engagement of teachers and administration in a continuous cycle of learning based on Balanced Literacy in grades K-8

...then we see...

greater capacity in content, pedagogy, and practice in our instructional leaders who are in front of students daily

...which leads to...

increased rigor in the classroom, target students achievement based on NWEA Survey tests, and coherence of CCSS to reach our goal of 70% of our students reaching their growth targets in Reading and 60% of students meeting Reading attainment.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Materials in all classrooms (ThinkingCore, F&P leveled texts) align with CCSS and are essential tools for providing instruction in the classroom. Align materials at the beginning of each quarter to match CC scope and sequence.	Principal, AP	Jul 1, 2016 to Jun 30, 2017	(Blank)	On-Track

Core Instruction, Diverse Learners, English Learners, Bilingual, Curriculum, Academic gain, Academic, Aligned resources, Ccss, Balanced literacy, Cognitive demand, Classroom rigor

Bi-Monthly grade level meetings based on classroom instruction/engagement in content (3b), differentiation (3c), assessment and checking of student understanding, (3d) pedagogy, use of data, evaluating student progress and improving instructional strategies. Partner with: Thinking Core for pedagogical studies, CCSS instructional strats and individual coaching and NWEA for data review and the effective use of the Learning Continuum. Monitor implementation through observation, student data and achievement, and student work.	Principal, AP	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Diverse Learners, English Learners, Cycles of professional learning, Academic gain, Academics, Differentiated instruction, Common core, Balanced literacy, Cognitive demand, Classroom rigor

Using backward design, based on CCSS, create rigorous units of instruction. Units include pacing of lesson based on scope and sequence and alignment of standards-based instruction (3c). Scaffolded differentiated instruction based on data (NWEA, Skills checklist, on-track, teacher made) and tasks are sequenced to build depth of understanding (3c). Units will meet performance assessments and benchmark standards to monitor progress (3d) and to prepare student for Career and College Readiness. Units include modifications for DL and EL students, tech and art integration and field experiences.	Principal, AP, Literacy Teachers	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Academics, Common core, Balanced literacy

Use of on-going formative assessments in all grades that are in alignment with the CCSS, to monitor progress, drive instructional decisions, and will gauge student learning, understanding and ability to demonstrate their knowledge (3d). Use of Stride assessments in grades k-8 that are aligned with the Common Core Standards to demonstrate their knowledge of subject content. Use NWEA, Stride and other data to inform and guide instruction. Stride data will drive differentiation groups based on pre-assessments and performance assessments will monitor progress.

Principal, AP,
Literacy Teachers

Jul 1, 2016 to
Jun 30, 2017

(Blank)

Not started

Core Instruction, Assessment, Curriculum Design, Instruction, Instructional practices, Rigour, Academic, Aligned resources, Common core, Literacy, Balanced literacy, Classroom rigor, Academic expectations

Conduct classroom observations to monitor CCSS instruction through the use of assessment (3d), rigor, use of complex text to challenge student thinking (3c), powerful instructional practices, differentiated instruction to engage all students and questioning that require student thinking (3b) . ILT will schedule peer observations on Cycles/Powerful practices, instructional practices and provide feedback.

Principal, AP

Jul 1, 2016 to
Jun 30, 2017

(Blank)

Not started

Core Instruction, Instructional Coaching, Curriculum, Academic, Differentiated instruction, Instruction, Classroom rigor, Teacher-teacher trust & support, Academic expectations

Provide students with additional opportunities for remediation and enrichment through MTSS periods. ICEL/RIOT process, assessment data, and off-track information used to identify students to participate in afterschool, before school and Saturday academic programs to support learning and provide instructional supports to meet growth and attainment goals. Remediation and enrichment provided in primary grades to meet 50% attainment and middle grades at 70%

Literacy Teachers

Jul 1, 2016 to
Jun 30, 2017

(Blank)

Not started

Core Instruction, Curriculum, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, Enrichment, Culture of learning, Academic expectations

Schedule classes to allow for common planning time for Literacy instruction.	AP	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Core Instruction, Curriculum, Academics

Update and maintain technology and chromebooks implementation in classroom instruction for student grouping, differentiation, and for CCSS formative assessments to monitor progress.	Technology Teacher	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Academics, Instruction, Ccss, Assessments

Students attend and participate in activities, events and programs to support implementation of CCSS units,	Literacy, Diverse learners, English Learners, Teachers	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Diverse Learners, English Learners, Curriculum Design, Academics, Differentiated instruction, Common core, Ccss, Balanced literacy, After-school

Manage budgets, positions and orders for integration of all programs	Principal, AP	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Core Instruction, Diverse Learners, English Learners, Curriculum, Data, Academics, Aligned resources, Common core, Culture of learning

Strategy 2

If we do...

engagement of teachers and administration in a continuous cycle of learning in mathematics

...then we see...

teaching of thinking skills needed for students to be college and career ready in the 21st century and develop a guaranteed, standards-based curriculum

...which leads to...

thoroughness, differentiation, clarity, consistency and equity to what all students learn, increased rigor in the classroom, target students achievement based on NWEA Survey tests, and coherence of CCSS to reach our goal of 70% of our students reaching their growth targets in Math and 60% of students meeting Math attainment.

Tags:

Cycles of professional learning, Academic, Common core

Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide on-going professional development (after school and during the day) focused on advancing instruction, creating instructional units and utilizing MARS and Stride assessments that are Common Core Standards based.	Administration/ILT/Teacher Teams	Jul 1, 2016 to Jun 21, 2017	(Blank)	Not started

MTSS, Math, Diverse Learners, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Academics, Differentiated instruction, Rigorous tasks, Common core, Gradebook, Nwea, Lesson planning

Design CCSS units of instruction and pacing of lessons and well as differentiated instruction based on the integration of formative assessments such as Stride.

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

MTSS, Math, English Learners, Assessment, Instruction, Curriculum, Academic, Differentiated instruction, Common core, Nwea, Lesson planning

Use small group instruction in the classroom to differentiate the instruction and meet the academic needs of the students. Stride data will drive differentiation groups based on pre-assessments.

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

MTSS, Math, Diverse Learners, English Learners, Intervention, SEL, Instruction, Academic, Differentiated instruction, Rigorous tasks, Formative, Feedback, Progress monitoring, Nwea

Conduct classroom observations to monitor school and network initiatives in place in the classroom. Peer observations conducted by teachers to give feedback and help improve instructional delivery

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

MTSS, Math, Diverse Learners, English Learners, Assessment, Instructional Coaching, Climate and Culture, Cycles of professional learning, Academics, Differentiated instruction, Rigorous tasks, Feedback, Progress monitoring, Nwea, Classroom rigor

Bi-Monthly grade level meetings that discuss effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies.

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, English Learners, Assessment, Curriculum Design, Instructional practices, Grading, Common core, Gradebook, Nwea, Grade level meetings, Classroom rigor, Depth of knowledge

Use of Go Math materials which are aligned with CCSS and are essential tools for providing instructions in the classroom.

Administration

Jul 1, 2016 to Nov 30, 2016

(Blank)

Not started

Math, Diverse Learners, English Learners, Curriculum, Instructional materials, Enrichment

Use of Stride assessments in grades k-8 that are aligned with the Common Core Standards and will gauge student learning, understanding and ability to demonstrate their knowledge of subject content. Use NWEA, Stride and other data to inform and guide instruction. Framework 3b

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

MTSS, Math, Diverse Learners, English Learners, Instructional practices, Academic, Differentiated instruction, Common core, Assessments

Provide students with additional opportunities for enrichment and remediation through after-school, before-school and Saturday School Programs.

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, Diverse Learners, English Learners, Intervention, Data Use, Academic gain, Academics, Differentiated instruction, Common core, Cooperative learning, Progress monitoring, Nwea

Implementation of adaptive technology such as: High Points Learning and Stride Academy

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

MTSS, Math, Technology, Diverse Learners, English Learners, Assessment, Intervention, Academic, Differentiated instruction, Formative, Gradebook, Enrichment, Progress monitoring, Nwea

Provide an array of Math websites to teachers to provide additional instructional support for student use in centers and small groups. Provide teachers with additional websites that may be used as classroom instructional resources

ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, Technology, Diverse Learners, English Learners, Assessment, Academic, Differentiated instruction

Provide students the opportunity to take High School Algebra for Middle Grades

Administration/Algebra Teacher

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, SEL, Instruction, Interventions, Academic, Rigorous tasks, School climate, Magnet cluster schools

Use of Chrome Books in Math classes to assist in providing technology support in differentiated instruction

Administration/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, Technology, Academic, Differentiated instruction

Provide students with the opportunity to engage in math talks which allow them to monitor their progress as well as the progress of other students in the classroom. Framework 3d

Classroom Teachers

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, Academic, Differentiated instruction, Common core, Assessments, Cooperative learning, Depth of knowledge, Math talks, Benchmark progress monitoring, Culture for learning, Mathematical practices

Monitor Teacher use of low and high level questioning that challenge students thinking and allow for authentic discussions in the classroom. Framework 3b

Classroom Teacher/Math Lead Teacher

Jul 1, 2016 to Jun 21, 2017

(Blank)

Behind

MTSS, Math, Depth of knowledge, Math talks, Expectations, Math practice standards 3 and 6, Growth mindsets, Instruction strategy, Instructional resources

Strategy 3

If we do...

high quality professional development and give specific feedback about the use of high quality instruction

...then we see...

teacher utilize their new knowledge with the overall quality of teaching improving

...which leads to...

increase in student learning and this increase in the quality of teaching will allow 70% of our students to reach their growth targets and 60% of our students to reach attainment targets.

Tags:

Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning

Area(s) of focus:

Action step

Responsible

Timeframe

Evidence for status

Status

Bi-Monthly literacy grade level meetings based on classroom instruction/engagement in content (3b), differentiation (3c), assessment and checking of student understanding, (3d) pedagogy, use of data, evaluating student progress and improving instructional strategies. Partner with: Thinking Core for pedagogical studies, CCSS instructional strats and individual coaching and NWEA for data review and the effective use of the Learning Continuum. Monitor implementation through observation, student data and achievement, and student work.

Principal/AP

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Core Instruction, Data Use, Cycles of professional learning, Instructional practices, Academic, Differentiated instruction, Common core, Assessments

Bi-Monthly Math grade level meetings that will provide teachers with the opportunity for professional growth by discussing effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies. Framwork 4d

ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Math, Data Use, Cycles of professional learning, Instructional practices, Materials, Academic, Common core, Grade level meetings

Provide on-going Math and Literacy professional development (after school and during the day) focused on advancing instruction, creating instructional units that are Common Core Standards aligned.

Administration/ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Core Instruction, Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Data, Differentiated instruction, Common core

Design CCSS Math units of instruction and pacing of lessons as well as differentiated instruction to meet the goals of the CCSS.

ILT/Teacher Teams

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Curriculum Design, Instructional practices, Differentiated instruction, Common core, Instructional materials, Assessments

Provide on-going Professional Development for Security and Recess Team in Restorative Practices in alignment with SEL standards.

Climate Coach

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Diverse Learners, Behavior and Safety, Restorative approaches, Social emotional, Professional development, Restorative justice, School climate, Communication, Community

Strategy 4

If we do...

school based climate and culture building that fosters a sense of community amongst teachers, administrators, support staff, students and families

...then we see...

understanding of students' social emotional needs

...which leads to...

deepened student engagement and learning. This will be measured through students meeting their growth and attainment targets on NWEA in Reading and Math as well as the school being classified as 'well organized' according to the 5 essentials survey. Positive culture will lead to maintaining attendance rates of 95% or higher.

Tags:
Attendance, Behavior and Safety

Area(s) of focus:

Action step

Responsible

Timeframe

Evidence for status

Status

Climate Coach/Culture Lead Teacher in partnership with school Climate Team will monitor the implementation of School Wide Management Plan (SWMP) and ensure that SEL standards are taught in conjunction within instruction and included in classroom management plans.

Climate Coach, Climate Team, Classroom Teachers

Sep 5, 2016 to Jan 23, 2017

(Blank)

Not started

Behavior and Safety, Climate and Culture, Restorative approaches, School climate, Communication, Community

Communicate school policies, attendance, school events, discipline expectations and medical compliance with parents.

Counselor, Administration, Classroom Teachers

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Behavior and Safety, Family and Community Engagement, Parental involvement, Communication, Academic expectations

Increase parent involvement by 2%, parents become a part of the school environment and student learning. Celebrate parents of students with perfect attendance for their support/partnership with the school.

Counselor

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Behavior and Safety, Climate and Culture, Family and Community Engagement, Parent, Parental involvement, On track, Communication

Teachers keep track of attendance in SIM and in attendance binder. Maintain 100% attendance submission in dashboard.

Classroom Teacher

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Motivation, Incentive, On track, Planning, Mentorship

Promote perfect attendance through classroom celebrations, field trips, awards ceremony and in school celebrations.

Counselor, Classroom Teachers

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Motivation, Incentive

Monitor Chronic truant and chronic absentee students on dashboard.

Clerk, Counselor

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Intervention, Student Health & Wellness

Assign mentor to students with poor attendance. Work with parents, and create attendance contract.

Counselor, Classroom Teacher

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Parent, Communication, Mentorship

Ensure diverse learners residential data is updated in SIM in a timely manner. Monitor bus scheduling to make sure bus company is consistent with pick up/drop off of students.

Clerk

Jul 1, 2016 to Jun 21, 2017

(Blank)

Not started

Diverse Learners, Attendance

Increase school attendance by 2% by monitoring student attendance and increase parent awareness of the importance of attending school.

Counselor

Aug 29, 2016 to Jun 21, 2017

(Blank)

Not started

Diverse Learners, English Learners, Attendance, Interventions, Parental involvement, Motivation, Incentive, Partnerships, Communication

Continuously investigate the root cause of student absence. Make home visits to investigate why students are absent.

Counselor, Clerk

Sep 6, 2016 to Jun 21, 2017

(Blank)

Not started

Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, Communication

Decrease student misconducts, office managed infractions, and suspensions by 25%.

Climate Coach, Classroom Teachers

select

(Blank)

Not started

Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Restorative justice, School climate

Provide on-going Professional Development for Security and Recess Team in Restorative Practices in alignment with SEL standards.

Climate Coach

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Diverse Learners, Climate and Culture, SEL, Restorative approaches, Restorative justice

Maintain BHT for Tier 2 and 3 supports. BHT Team will include Network SEL coach, Climate/Culture Lead, security personnel, school counselor and social worker. Team will meet bi-weekly to discuss student interventions.

Climate Coach

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Diverse Learners, Behavior and Safety, Climate and Culture, SEL, Interventions

Continue to promote students' positive behaviors by announcing positive interactions among students and staff during afternoon announcements.

Climate Coach, Classroom Teachers

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Climate and Culture, Family and Community Engagement, Trust, Interventions, Incentive, School climate

On-going Professional Development on Restorative Practices for all staff followed by practical implementation in de-escalation, promotion of SEL standards, and other practices in an effort to foster positive relationships between students and staff members in an effort to promote positive behavior and decrease misconducts by 25%.

Climate Coach, All Staff

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Behavior and Safety, Climate and Culture, Restorative approaches, School climate, Community

Culture Lead teacher and Culture Committee will continue to attend Professional Development on Restorative Practices (RP), School-wide discipline, and Social Emotional Learning. Culture Teacher will model classroom RP, monitor SEL standards imbedded in instruction, present PD to staff, facilitate conferences and circles, and monitor Tier 1 and 2 supports. Connect with outside agencies for additional SEL supports throughout the school.

Climate Coach

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Professional development, Restorative justice, School climate, Tier 2 & 3

Mentoring Adults for Middle School Students to focus on achievement, High School preparedness and College and Career exposure and decrease at-risk behavior. Continue to partner with AKAM, Success Program, SOS (Save our School Children), Dating Matters, and Exploratories in an effort to identify triggers and deescalate challenging situations.

Climate Coach, School Counselor, School Social Worker, School Case Manager

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

Behavior and Safety, SEL, Family and Community Engagement, Social emotional, Tier 2 & 3

Continue implementation of Claremont PRIDE throughout the school, with students and staff focusing on purpose, respect, integrity, discipline, and excellence.

Climate Coach, All Staff

Aug 24, 2016 to Jun 21, 2017

(Blank)

Not started

School climate, Community, Culture of learning

Administrative team will continue monitoring

(Blank)

select

(Blank)

Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Materials in all classrooms (ThinkingCore, F&P leveled texts) align with CCSS and are essential tools for providing instruction in the classroom. Align materials at the beginning of each quarter to match CC scope and sequence.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Diverse Learners, English Learners, Bilingual, Curriculum, Academic gain, Academic, Aligned resources, Ccss, Balanced literacy, Cognitive demand, Classroom rigor</p>	Principal, AP	Jul 1, 2016	Jun 30, 2017	On-Track
<p>✦ Bi-Monthly grade level meetings based on classroom instruction/engagement in content (3b), differentiation (3c), assessment and checking of student understanding, (3d) pedagogy, use of data, evaluating student progress and improving instructional strategies. Partner with: Thinking Core for pedagogical studies, CCSS instructional strats and individual coaching and NWEA for data review and the effective use of the Learning Continuum. Monitor implementation through observation, student data and achievement, and student work.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Diverse Learners, English Learners, Cycles of professional learning, Academic gain, Academics, Differentiated instruction, Common core, Balanced literacy, Cognitive demand, Classroom rigor</p>	Principal, AP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Using backward design, based on CCSS, create rigorous units of instruction. Units include pacing of lesson based on scope and sequence and alignment of standards-based instruction (3c). Scaffolded differentiated instruction based on data (NWEA, Skills checklist, on-track, teacher made) and tasks are sequenced to build depth of understanding (3c). Units will meet performance assessments and benchmark standards to monitor progress (3d) and to prepare student for Career and College Readiness. Units include modifications for DL and EL students, tech and art integration and field experiences.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Academics, Common core, Balanced literacy</p>	Principal, AP, Literacy Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Use of on-going formative assessments in all grades that are in alignment with the CCSS, to monitor progress, drive instructional decisions, and will gauge student learning, understanding and ability to demonstrate their knowledge (3d). Use of Stride assessments in grades k-8 that are aligned with the Common Core Standards to demonstrate their knowledge of subject content. Use NWEA, Stride and other data to inform and guide instruction. Stride data will drive differentiation groups based on pre-assessments and performance assessments will monitor progress.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Assessment, Curriculum Design, Instruction, Instructional practices, Rigour, Academic, Aligned resources, Common core, Literacy, Balanced literacy, Classroom rigor, Academic expectations</p>	Principal, AP, Literacy Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Conduct classroom observations to monitor CCSS instruction through the use of assessment (3d), rigor, use of complex text to challenge student thinking (3c), powerful instructional practices, differentiated instruction to engage all students and questioning that require student thinking (3b) . ILT will schedule peer observations on Cycles/Powerful practices, instructional practices and provide feedback.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Instructional Coaching, Curriculum, Academic, Differentiated instruction, Instruction, Classroom rigor, Teacher-teacher trust & support, Academic expectations</p>	Principal, AP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide students with additional opportunities for remediation and enrichment through MTSS periods. ICEL/RIOT process, assessment data, and off-track information used to identify students to participate in afterschool, before school and Saturday academic programs to support learning and provide instructional supports to meet growth and attainment goals. Remediation and enrichment provided in primary grades to meet 50% attainment and middle grades at 70%</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Curriculum, Academic gain, Academic, Differentiated instruction, Aligned resources, Common core, Enrichment, Culture of learning, Academic expectations</p>	Literacy Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Schedule classes to allow for common planning time for Literacy instruction.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Curriculum, Academics</p>	AP	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Update and maintain technology and chromebooks implementation in classroom instruction for student grouping, differentiation, and for CCSS formative assessments to monitor progress.</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Academics, Instruction, Ccss, Assessments</p>	Technology Teacher	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Students attend and participate in activities, events and programs to support implementation of CCSS units,</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Diverse Learners, English Learners, Curriculum Design, Academics, Differentiated instruction, Common core, Ccss, Balanced literacy, After-school</p>	Literacy, Diverse learners, English Learners, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Manage budgets, positions and orders for integration of all programs</p> <p>Tags: Cycles of professional learning, Academic gain, Common core, Core Instruction, Diverse Learners, English Learners, Curriculum, Data, Academics, Aligned resources, Common core, Culture of learning</p>	Principal, AP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide on-going professional development (after school and during the day) focused on advancing instruction, creating instructional units and utilizing MARS and Stride assessments that are Common Core Standards based.</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Diverse Learners, English Learners, Curriculum Design, Instruction, Instructional practices, Curriculum, Academics, Differentiated instruction, Rigorous tasks, Common core, Gradebook, Nwea, Lesson planning</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Design CCSS units of instruction and pacing of lessons and well as differentiated instruction based on the integration of formative assessments such as Stride.</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, English Learners, Assessment, Instruction, Curriculum, Academic, Differentiated instruction, Common core, Nwea, Lesson planning</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Use small group instruction in the classroom to differentiate the instruction and meet the academic needs of the students. Stride data will drive differentiation groups based on pre-assessments.</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Diverse Learners, English Learners, Intervention, SEL, Instruction, Academic, Differentiated instruction, Rigorous tasks, Formative, Feedback, Progress monitoring, Nwea</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Conduct classroom observations to monitor school and network initiatives in place in the classroom. Peer observations conducted by teachers to give feedback and help improve instructional delivery</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Diverse Learners, English Learners, Assessment, Instructional Coaching, Climate and Culture, Cycles of professional learning, Academics, Differentiated instruction, Rigorous tasks, Feedback, Progress monitoring, Nwea, Classroom rigor</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Bi-Monthly grade level meetings that discuss effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies.</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, English Learners, Assessment, Curriculum Design, Instructional practices, Grading, Common core, Gradebook, Nwea, Grade level meetings, Classroom rigor, Depth of knowledge</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Use of Go Math materials which are aligned with CCSS and are essential tools for providing instructions in the classroom.</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, Diverse Learners, English Learners, Curriculum, Instructional materials, Enrichment</p>	Administration	Jul 1, 2016	Nov 30, 2016	Not started
<p>✦ Use of Stride assessments in grades k-8 that are aligned with the Common Core Standards and will gauge student learning, understanding and ability to demonstrate their knowledge of subject content. Use NWEA, Stride and other data to inform and guide instruction. Framework 3b</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Diverse Learners, English Learners, Instructional practices, Academic, Differentiated instruction, Common core, Assessments</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide students with additional opportunities for enrichment and remediation through after-school, before-school and Saturday School Programs.</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, Diverse Learners, English Learners, Intervention, Data Use, Academic gain, Academics, Differentiated instruction, Common core, Cooperative learning, Progress monitoring, Nwea</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Implementation of adaptive technology such as: High Points Learning and Stride Academy</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Technology, Diverse Learners, English Learners, Assessment, Intervention, Academic, Differentiated instruction, Formative, Gradebook, Enrichment, Progress monitoring, Nwea</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Provide an array of Math websites to teachers to provide additional instructional support for student use in centers and small groups. Provide teachers with additional websites that may be used as classroom instructional resources</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, Technology, Diverse Learners, English Learners, Assessment, Academic, Differentiated instruction</p>	ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Provide students the opportunity to take High School Algebra for Middle Grades</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, SEL, Instruction, Interventions, Academic, Rigorous tasks, School climate, Magnet cluster schools</p>	Administration/Algebra Teacher	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Use of Chrome Books in Math classes to assist in providing technology support in differentiated instruction</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, Technology, Academic, Differentiated instruction</p>	Administration/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Provide students with the opportunity to engage in math talks which allow them to monitor their progress as well as the progress of other students in the classroom. Framework 3d</p> <p>Tags: Cycles of professional learning, Academic, Common core, Math, Academic, Differentiated instruction, Common core, Assessments, Cooperative learning, Depth of knowledge, Math talks, Benchmark progress monitoring, Culture for learning, Mathematical practices</p>	Classroom Teachers	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Monitor Teacher use of low and high level questioning that challenge students thinking and allow for authentic discussions in the classroom. Framework 3b</p> <p>Tags: Cycles of professional learning, Academic, Common core, MTSS, Math, Depth of knowledge, Math talks, Expectations, Math practice standards 3 and 6, Growth mindsets, Instruction strategy, Instructional resources</p>	Classroom Teacher/Math Lead Teacher	Jul 1, 2016	Jun 21, 2017	Behind
<p>✦ Bi-Monthly literacy grade level meetings based on classroom instruction/engagement in content (3b), differentiation (3c), assessment and checking of student understanding, (3d) pedagogy, use of data, evaluating student progress and improving instructional strategies. Partner with: Thinking Core for pedagogical studies, CCSS instructional strats and individual coaching and NWEA for data review and the effective use of the Learning Continuum. Monitor implementation through observation, student data and achievement, and student work.</p> <p>Tags: Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning, Core Instruction, Data Use, Cycles of professional learning, Instructional practices, Academic, Differentiated instruction, Common core, Assessments</p>	Principal/AP	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Bi-Monthly Math grade level meetings that will provide teachers with the opportunity for professional growth by discussing effectiveness of classroom instruction, use of data, evaluating student progress and improving instructional strategies. Framework 4d</p> <p>Tags: Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning, Math, Data Use, Cycles of professional learning, Instructional practices, Materials, Academic, Common core, Grade level meetings</p>	ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✦ Provide on-going Math and Literacy professional development (after school and during the day) focused on advancing instruction, creating instructional units that are Common Core Standards aligned.</p> <p>Tags: Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning, Core Instruction, Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Data, Differentiated instruction, Common core</p>	Administration/ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Design CCSS Math units of instruction and pacing of lessons as well as differentiated instruction to meet the goals of the CCSS.</p> <p>Tags: Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning, Curriculum Design, Instructional practices, Differentiated instruction, Common core, Instructional materials, Assessments</p>	ILT/Teacher Teams	Jul 1, 2016	Jun 21, 2017	Not started
<p>✚ Provide on-going Professional Development for Security and Recess Team in Restorative Practices in alignment with SEL standards.</p> <p>Tags: Core Instruction, Instructional Coaching, Climate and Culture, Differentiated instruction, Common core, On track, Progress monitoring, Cognitive demand, Lesson planning, Diverse Learners, Behavior and Safety, Restorative approaches, Social emotional, Professional development, Restorative justice, School climate, Communication, Community</p>	Climate Coach	Aug 24, 2016	Jun 21, 2017	Not started
<p>✚ Climate Coach/Culture Lead Teacher in partnership with school Climate Team will monitor the implementation of School Wide Management Plan (SWMP) and ensure that SEL standards are taught in conjunction within instruction and included in classroom management plans.</p> <p>Tags: Attendance, Behavior and Safety, Behavior and Safety, Climate and Culture, Restorative approaches, School climate, Communication, Community</p>	Climate Coach, Climate Team, Classroom Teachers	Sep 5, 2016	Jan 23, 2017	Not started
<p>✚ Communicate school policies, attendance, school events, discipline expectations and medical compliance with parents.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety, Family and Community Engagement, Parental involvement, Communication, Academic expectations</p>	Counselor, Administration, Classroom Teachers	Aug 24, 2016	Jun 21, 2017	Not started
<p>✚ Increase parent involvement by 2%, parents become a part of the school environment and student learning. Celebrate parents of students with perfect attendance for their support/partnership with the school.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety, Climate and Culture, Family and Community Engagement, Parent, Parental involvement, On track, Communication</p>	Counselor	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Teachers keep track of attendance in SIM and in attendance binder. Maintain 100% attendance submission in dashboard.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Motivation, Incentive, On track, Planning, Mentorship</p>	Classroom Teacher	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Promote perfect attendance through classroom celebrations, field trips, awards ceremony and in school celebrations.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Motivation, Incentive</p>	Counselor, Classroom Teachers	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Monitor Chronic truant and chronic absentee students on dashboard.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Intervention, Student Health & Wellness</p>	Clerk, Counselor	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Assign mentor to students with poor attendance. Work with parents, and create attendance contract.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Parent, Communication, Mentorship</p>	Counselor, Classroom Teacher	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Ensure diverse learners residential data is updated in SIM in a timely manner. Monitor bus scheduling to make sure bus company is consistent with pick up/drop off of students.</p> <p>Tags: Attendance, Behavior and Safety, Diverse Learners, Attendance</p>	Clerk	Jul 1, 2016	Jun 21, 2017	Not started
<p>✚ Increase school attendance by 2% by monitoring student attendance and increase parent awareness of the importance of attending school.</p> <p>Tags: Attendance, Behavior and Safety, Diverse Learners, English Learners, Attendance, Interventions, Parental involvement, Motivation, Incentive, Partnerships, Communication</p>	Counselor	Aug 29, 2016	Jun 21, 2017	Not started
<p>✚ Continuously investigate the root cause of student absence. Make home visits to investigate why students are absent.</p> <p>Tags: Attendance, Behavior and Safety, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement, Communication</p>	Counselor, Clerk	Sep 6, 2016	Jun 21, 2017	Not started
<p>✚ Decrease student misconducts, office managed infractions, and suspensions by 25%.</p> <p>Tags: Attendance, Behavior and Safety, Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Restorative justice, School climate</p>	Climate Coach, Classroom Teachers			Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide on-going Professional Development for Security and Recess Team in Restorative Practices in alignment with SEL standards. Tags: Attendance, Behavior and Safety, Diverse Learners, Climate and Culture, SEL, Restorative approaches, Restorative justice</p>	Climate Coach	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Maintain BHT for Tier 2 and 3 supports. BHT Team will include Network SEL coach, Climate/Culture Lead, security personnel, school counselor and social worker. Team will meet bi-weekly to discuss student interventions. Tags: Attendance, Behavior and Safety, Diverse Learners, Behavior and Safety, Climate and Culture, SEL, Interventions</p>	Climate Coach	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Continue to promote students' positive behaviors by announcing positive interactions among students and staff during afternoon announcements. Tags: Attendance, Behavior and Safety, Climate and Culture, Family and Community Engagement, Trust, Interventions, Incentive, School climate</p>	Climate Coach, Classroom Teachers	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ On-going Professional Development on Restorative Practices for all staff followed by practical implementation in de-escalation, promotion of SEL standards, and other practices in an effort to foster positive relationships between students and staff members in an effort to promote positive behavior and decrease misconducts by 25%. Tags: Attendance, Behavior and Safety, Behavior and Safety, Climate and Culture, Restorative approaches, School climate, Community</p>	Climate Coach, All Staff	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Culture Lead teacher and Culture Committee will continue to attend Professional Development on Restorative Practices (RP), School-wide discipline, and Social Emotional Learning. Culture Teacher will model classroom RP, monitor SEL standards imbedded in instruction, present PD to staff, facilitate conferences and circles, and monitor Tier 1 and 2 supports. Connect with outside agencies for additional SEL supports throughout the school. Tags: Attendance, Behavior and Safety, Behavior and Safety, Climate and Culture, SEL, Restorative approaches, Professional development, Restorative justice, School climate, Tier 2 & 3</p>	Climate Coach	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Mentoring Adults for Middle School Students to focus on achievement, High School preparedness and College and Career exposure and decrease at-risk behavior. Continue to partner with AKAM, Success Program, SOS (Save our School Children), Dating Matters, and Exploratories in an effort to identify triggers and deescalate challenging situations. Tags: Attendance, Behavior and Safety, Behavior and Safety, SEL, Family and Community Engagement, Social emotional, Tier 2 & 3</p>	Climate Coach, School Counselor, School Social Worker, School Case Manager	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Continue implementation of Claremont PRIDE throughout the school, with students and staff focusing on purpose, respect, integrity, discipline, and excellence. Tags: Attendance, Behavior and Safety, School climate, Community, Culture of learning</p>	Climate Coach, All Staff	Aug 24, 2016	Jun 21, 2017	Not started
<p>✦ Administrative team will continue monitoring Tags: Attendance, Behavior and Safety</p>				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.

7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parents will attend meeting in September to review and discuss: Title I CIWP design, Parent involvement budget plan, School's parent involvement policy, School's entire Title I budget, District parent involvement policy, CPS's Title I parent involvement guidelines, and complete Title I evaluation and accountability form.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Consultant will provide parents with information about NCLB and Title I at the first NCLB PAC meeting, which is held in September. Consultant will provide local resources available in enriching their child's academic/social growth. Assist parent in establishing and networking with the local libraries, YMCA, and any community services available. Work on additional partnerships with various community organizations. Will assist parents in developing mutual support strategies and methods to establish relationship with teachers and staff. School will open computer lab with consultant/tech teacher to provide hands-on assistance with technology and how students and parents can use this tool effectively and safely. PAC Informational and Organizational Meeting date is October 26, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Description and explanation of the curriculum will be provided by classroom teachers at grade level open house. Parents will be invited into child's classroom to discuss with teacher expectations, curriculum, assessments tools, standardized testing, and proficiency level students are expected to meet. School will host a separate meeting for students in bridge grades to discuss requirements needed in order to be promoted to the next grade; this meeting will be conducted by school counselor. Counselor will have hand-outs of NWEA and ISAT scores from the previous year and promotional guidelines provided from CPS.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Monthly meeting will be provided by consultant: Meetings will include the following topics-Ways to improve communication with your child/children; strategies to reinforce positive behavior, and suggestions for working successfully with children on homework activities; discussion on parent patrols, cyber bullying/texting; strategies to assist parents in raising child's academic achievements level; how to improve child's academic achievement level; improving nutrition and health; and personal managing of finances.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

When ISAT and NWEA reports become available, a packet with their child's performance on State assessment in reading, math, and science is sent home with each student. Packet not only contains report of achievement, but explanation of how to read and understand report.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

CPS along with ISBE sends notification to the schools of teachers that are not highly qualified. Along with this comes a letter to send to parents. These letters are sent to parents.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Consultant will provide a meeting explaining the state's academic content standards; the state's student academic achievement standards; how to read state and local academic assessments and how to use technology to monitor their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Consultant will provide information, resources, materials and training to assist parents in working with their child/children to improve their academic achievement. Consultant will work with parents in local libraries and computer lab to assist with technology. School will provide "give-aways" as an incentive to increase parent participation. Also, school will host several Parent's Night, which will involve participation from students and show case programs at Claremont.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Consultant will host a montly meeting on how to reach out to the school as an equal partner in their child's education. Take suggestions/wishes from parents as how to build parent participation and how to reach out to the surrounding community. Consultant will focus on parent's as stakeholders, and how to assist students in improving their academic success. Also, provide strategies on homework help and a conducive environment for completing homework and school projects.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

The Claremont Headstart program offers monthly parent workshops. These workshops include assisting their child at home, health and nutrition programs, medical assistance, and other supports. Good attendance is strongly encouraged. Meetings with the Kindergarten teachers and parents assist with a smooth transition into the elementary program. PreK students are also part of Claremont's free medical immunization, dental visits, and hearing and vision screenings.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information regarding parent programs, meetings, and other activities are listed on a monthly calendar created by assistant principal w/input from staff. Flyers for each NCLB PAC meeting are passed out montly with specific details of workshop provided.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Students from grades 2-8 are departmentalized. Teachers who are highly qualified in each subject area instruct students in that particular area. Teachers can provide high quality curriculum and instruction when it is directed in a particular subject area.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Two parent conferences are held for Report-card Pick-up twice a year. Teachers and assistant principal have informal conferences at teacher's request. 3rd, 6th , and 8th grade parent-teacher conference are held to discuss promotional policy.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Progress reports are sent home on a quarterly basis. Teacher-parent conferences are held when students are in jeopardy of failing a certain subject. Students in upper grades are encouraged to look at their grades on a weekly basis.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Teachers are available every morning before school and every afternoon at dismissal. Teachers may set up conferences with parents during prep periods.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are encouraged to volunteer in child's classroom. Parents must fill out the volunteer packet and once approved they can volunteer in classroom or through out the building. Volunteer information is discussed at Open house and NCLB PAC meetings.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

NCLB PAC will assist parents in learning how to access their child/children's grade through Claremont's website and gradebook. School will provide technology training in school's computer lab and local library.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents can discuss various programs/curriculum they would like to see at Claremont through monthly PAC and LSC meetings.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are expected to have good attendance, positive attitude, and be prepared for class. Students receive monthly incentives for following all the above. Students who do not follow the above cannot participate in extra -curriculum activities, sports, or the after-school program. Teachers and staff promote responsibility and highly encourage students to follow all school polices and procedures.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Increase parent participation at the school by attending workshops on assisting students at home, connecting to teachers, and strategies to improve math and reading skills. Developing healthy habits and lifestyles for families while learning about the mind/body relationship.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	3489	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00