

# DeWitt Clinton Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
12/09/2019	ILT Members	Discuss the process for completing the CIWP.
01/27/2020	ILT Members	Analyze feedback from all staff in regards to SEF components. Members are working in groups to determine school SEF score and develop evidence statements to support the score.

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Some of the structures put in place to promote shared responsibility were committees aligned to CIWP priorities, teacher leaders taking on a variety of roles, new IDT meeting structure, PLCs, as well as intervention/enrichment in MS. Weekly updates continued to ensure ongoing communication of school-wide initiatives and other important information for staff and parents.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 3 Design professional learning (PL) to achieve school-wide improvement goals
- 2 Design and implement school day schedules that are responsive to student needs
- 4 Align the budget to the CIWP priorities and the mission of the school
- 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** It is evident in our staffing that people were hired based on specific skill sets, especially for EL and DL positions. It is clear that funds were used to obtain staffing for students with EL and DL needs. Many opportunities have been given to staff to improve teaching through observations, personalized learning, PLC observations, and other data based meetings. These meetings, along with other committees have improved the overall structure of our school, as well as the morale within staff

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Through the implementation of the teacher created UBD's, there has been an improvement in the consistency of assessments and rigorous tasks at each grade level. This has led to higher order thinking skills and real world application.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners

- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** With the data at hand, the school has seen improvements with the area of instruction with personalized learning and student voice, the use of previously created universal by design units to give more frequent feedback to students, and the use of technology in the classroom, including hiring a new tech-coordinator in the building. There is an opportunity to create more proactive systems of interventions (literacy, EL, etc) to more efficiently support students earlier in their academic career, and to hold all students accountable to high, school-wide expectations.
- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** This has been a focus area for our school in the past year. Each grade level and content area has begun implementing their fully created units of study. All units include purposeful interventions that are aligned to learning outcomes and based on individual student needs. Teams as well as co-teaching partners use formative assessment to discuss data, identify student strengths and growth areas and inform their future instruction.
- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)

- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Based on staff responses, the school has seen improvements made with monthly MTSS meetings, though this still needs to evolve and develop. This includes improving the ease of use with digital referral forms. Staff have mentioned that BHT monthly meetings, and check-in/check-out systems have been beneficial. Additionally, improvements in staffing (i.e. hiring of clinicians) are beginning to show positive results within Clinton. Opportunities for further improvement include clearing up misconceptions around MTSS among both teachers and families, and increasing family involvement and awareness of MTSS.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 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
  - **Evidence:** Success Bound has helped Career day Algebra to all 8th graders High school application through GoCPS College name tags makes college more prevalent Field trips to Universities Opportunities and coaching to apply to selective enrollment

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** With the data at hand, the school has seen improvements in student-to-student interactions as school-wide SEL programs become more consistent and personalized learning is developed. There are improvements in staff-student interactions with the Check-in-check-out process and consistent co-teaching. There are improvements in adult respect and trust to one another through the development of professional learning communities and continuation of committee meetings. All three categories continue t continuous improvement.

- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student Council encompassing all grade levels is working to promote student voice. Discussion strategies that are student-led continue to be a focus across classrooms. Programs such as Facing History and culturally relevant literature in ELA classrooms offer students opportunities to explore their identity and beliefs. Civic learning in Middle School, Career Day, monthly cultural themes, and continued initiatives by the SEL team are some ways that we have worked to strengthen student voice, engagement, and civic life.
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 2 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** The school has a School Climate Committee, a Behavioral Health Team, and MTSS Teams that meet regularly to promote SEL and cultivate a supportive environment for students and teachers. Students and adults feel safe throughout the day in most environments, but improvements could be made around some transitions and the consistency of procedures and expectations in common areas, such as hallways and during lunch/recess.
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** This year, we saw improvements in the implementation of a variety of behavioral interventions through the consistent use of the Second Step program, BHT supports, including CICO and restorative justice conversations.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 4 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).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** With the data at hand, the school highly rates family and community engagement from the teacher perspective. Work is needed to expand parent leadership as many parents on one committee are seen on several. We can continue to reach out to other community organizations to engage parents of different cultures through the CSI advisory that is already established at the school.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	3
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0



Score	Framework dimension and category	Area of focus
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
4	Quality and Character of School Life: Family & Community Engagement	0

## Goals

### Areas of critical need and root cause analysis

Area of Critical Need 1	To ensure all grade levels meet reading growth and attainment of 80th percentile.
Area of Critical Need 2	To ensure all grade levels meet math growth and attainment of 90th percentile.
Area of Critical Need 3	Students making sufficient annual progress on ACCESS will increase.

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

### Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		40.00	45.00
I chose this metric because our students making progress on the ACCESS is at 35% while our other data metrics are higher for ELs.				
	Overall		85.00	87.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
SQRP: National School Attainment Percentile - Reading (Grades 3-8)  I chose this metric in order to align reading attainment with the entrance requirements of the Comprehensive Gifted Program.				
SQRP: National School Attainment Percentile - Math (Grades 3-8)  I chose this metric in order to align math attainment with the entrance requirements of the Comprehensive Gifted Program.	Overall		97.00	99.00
SQRP: National School Growth Percentile - Reading (Grades 3-8)  I chose this metric in order to align students with IEPs and EL student growth in reading with non-EL/DL peers.	Students with IEPs		40.00	50.00
	EL		80.00	85.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  I chose this metric in order to align students with IEPs and EL student growth in math with non-EL/DL peers.	Students with IEPs		50.00	60.00
	EL		95.00	99.00

**Required metrics (Elementary) (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey (Blank)</b>					

**Custom metrics (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	continue to develop our MTSS tracking system through school-wide understanding and consistent implementation of tiered, research-based interventions, accurate data management and progress monitoring,
Then we see...	and be able to accurately identify student areas of need and provide specific learning strategies to support individual student growth
which leads to...	an 50% increase in movement of students from Tier 2 to Tier 1 and an increase of Tier 2 students meeting their NWEA growth targets in Reading and Math.
Budget Description	Data Management Software annual subscription MTSS Team extended day pay for after school meetings Interventions - once researched may need to pay for new online programs
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create and distribute a staff survey regarding MTSS process from school year 2019-2020. Tags:MTSS: Shared Leadership</li> <li>• (Not started) Share menu of interventions from 2019-2020 school year. Tags:MTSS: Problem Solving Process</li> <li>• (Not started) Develop the expectations of Clinton's Progress Monitoring System Tags:MTSS: Progress Monitoring</li> <li>• (Not started) Explore third party software to assist progress monitoring Tags:MTSS: Progress Monitoring</li> <li>• (Not started) Create and distribute a document explaining the responsibilities of being a representative on the MTSS Action committee</li> </ul>

Tags:MTSS: Shared Leadership

- (Not started) Review Staff Survey Results (strengths/weaknesses) to determine next steps.

Tags:MTSS: Fidelity of Implementation

- (Not started) Teacher leader experts provide professional development on implementation of interventions.

Tags:MTSS: Shared Leadership

- (Not started) Professional development by teacher leaders to ensure staff is properly trained on the Progress Monitoring expectations, tools, and data recording.

Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

- (Not started) Assemble a group of teachers from each grade level to vet third party software

Tags:MTSS: Shared Leadership

- (Not started) Select an educator from each grade band to be a representative on the MTSS Action committee.

Tags:MTSS: Shared Leadership

- (Not started) Initial meeting of the MTSS Action team to establish protocol

Tags:MTSS: Shared Leadership

- (Not started) Progress Monitoring Check of Quarter 1

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Determine Tier 2 interventions and Strategies for Implementation

Tags:MTSS: Fidelity of Implementation

- (Not started) Determine the target goals for Tier 1 instruction and criteria for movement to Tier 2.

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation

- (Not started) Professional development on how to use third party software

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) One staff member at each grade band (K-2, 3-5, 6-9) provides ongoing support to staff as needed

Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership

- (Not started) MTSS Action committee shares out on referral process driven by student data to assist in the referral process

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Grade level representative facilitates team discussions on best practice

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Determine Tier 3 Interventions and Strategies for Implementation

Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process

- (Not started) Start to incorporate the progress monitoring expectations into monthly grade level MTSS meetings.

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Implementation of third party software school wide

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Document is created to facilitate staff in Inquiring about MTSS Action team's data analysis

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Re-distribute staff survey

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Finalize tiered interventions across grade bands.

Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership

- (Not started) Finalize the Progress Monitoring Expectations (Consistency throughout the school.)

Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Evaluate streams of data acquired using third party software  
Tags:MTSS: Progress Monitoring
- (Not started) Referrals are based upon the input of the MTSS action committee analyzing data.  
Tags:MTSS: Progress Monitoring
- (Not started) Plan for Intervention transition across grade levels of Tier 2/Tier 3 students between grade levels  
Tags:MTSS: Problem Solving Process
- (Not started) Analyze progress monitoring data from 2020-21 school year, then Review and Revise School-wide Expectations.  
Tags:MTSS
- (Not started) Evaluation is created and distributed to MTSS Action committee to gather information on clarity and efficiency  
Tags:MTSS: Problem Solving Process
- (Not started) Review overall system of intervention (scheduling, determining instructional focus, fidelity)  
Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership
- (Not started) Incorporate Revised Progress Monitoring Expectations into all MTSS meetings.  
Tags:MTSS: Fidelity of Implementation
- (Not started) Analyze Classroom Data using third party software  
Tags:MTSS: Fidelity of Implementation
- (Not started) Teacher Leaders provide ongoing support for third party software  
Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership
- (Not started) MTSS Committee re-elects grade band representatives  
Tags:MTSS: Shared Leadership
- (Not started) Determine method of documenting interventions and outcomes

Tags:MTSS: Problem Solving Process

- (Not started) Use the progress monitoring expectations to track movement between tiers on a monthly basis, and provide immediate support.

Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

- (Not started) Continue to input/sync data to provide multiple points of data to support Tier placement , interventions, and progress monitoring tools.

Tags:MTSS: Fidelity of Implementation

- (Not started) Review procedures evaluate productivity identify areas of growth

Tags:MTSS: Fidelity of Implementation

- (Not started) Finalized Intervention Implementation Plan to be shared school wide (choosing interventions, creating structure, fidelity measures, planning transition and intervention data collection)

Tags:MTSS: Shared Leadership

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Tags:MTSS: Shared Leadership

- (Not started) Use the current progress monitoring data to determine best student placements/ supports for school year 2021-2022.

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Tags:MTSS: Shared Leadership

- (Not started) MTSS Committee provides PD to staff on how to ensure success within the MTSS process Committee data analysis

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Tags:MTSS: Shared Leadership

- (Not started) Survey continues to provide data on what the school needs to improve/support.

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Survey continues to provide data on what the school needs to improve/support.

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Survey continues to provide data on what the school needs to improve/support.



Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Survey continues to provide data on what the school needs to improve/support.

Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

- (Not started) Full implementation of tiered interventions school wide.

Tags:MTSS: Curriculum & Instruction

- (Not started) Full implementation of tiered interventions school wide.

Tags:MTSS: Curriculum & Instruction

- (Not started) Full implementation of tiered interventions school wide.

Tags:MTSS: Curriculum & Instruction

- (Not started) Full implementation of tiered interventions school wide.

Tags:MTSS: Curriculum & Instruction

- (Not started) Consistency throughout the school with Progress Monitoring.

Tags:MTSS: Fidelity of Implementation

- (Not started) Consistency throughout the school with Progress Monitoring.

Tags:MTSS: Fidelity of Implementation

- (Not started) Consistency throughout the school with Progress Monitoring.

Tags:MTSS: Fidelity of Implementation

- (Not started) Consistency throughout the school with Progress Monitoring.

Tags:MTSS: Fidelity of Implementation

- (Not started) Software provides multiple points of data to support the MTSS process.

Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring

	<ul style="list-style-type: none"> <li>• (Not started) Software provides multiple points of data to support the MTSS process.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) Software provides multiple points of data to support the MTSS process.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) Software provides multiple points of data to support the MTSS process.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) Full functioning system utilized by the MTSS Committee that provides continuous support.  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>• (Not started) Full functioning system utilized by the MTSS Committee that provides continuous support.  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>• (Not started) Full functioning system utilized by the MTSS Committee that provides continuous support.  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> <li>• (Not started) Full functioning system utilized by the MTSS Committee that provides continuous support.  Tags:MTSS: Fidelity of Implementation, MTSS: Shared Leadership</li> </ul>
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## Strategy 2

If we do...	incorporate school wide personalized learning strategies through in-house professional development and peer coaching in each grade level
Then we see...	the ability to incorporate service learning opportunities into our curriculum through the engagement of community partnerships, as well as strategic partnerships inside the school community

which leads to...	creating a more engaged school community evident through students usage of critical thinking, decision making, and half of students will have learner profiles by 2022, as well as school wide activities such as debates into the classroom starting in the primary grades
Budget Description	Personalized Learning extended day meetings; PD for Personalized Learning; Furniture and supplies as needed
Tags	Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Student Voice CIWP
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create a Personal Learning Staff Committee  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Create a Personal Learning Professional Development training for all staff  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) Create Personalized Learning Pre year survey to administer to non-PL trained staff  Tags:Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) All staff introduction to Personalized Learning and the two year plan with goals via in house PD during back to school  Tags:Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) The Personal Learning Committee Maps out goals and intentions for the year and meeting purposes  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) 3rd grade team begins Personalized Learning training with LEAP  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation</li> <li>• (Not started) The Personal Learning Committee continues to meet and identify ways to aid staff understanding how PL supports student voice and community building</li> </ul>

Tags:Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) 3rd grade team continues Personalized Learning training with LEAP

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) The Personal Learning Committee will meet with IDT teams to continue building all staff understanding of PL and integration of student voice in to practice

Tags:Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation

- (Not started) The Personal Learning Committee will meet with the 3rd grade team to address learning from the year and create a Peer Observation plan and program to be implemented in fall 2021

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Administer Personalized Learning post-year survey to non- PL trained staff

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Reflect, Revise, and restriction as needed the Personal Learning Staff Committee

Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Create a Personal Learning Professional Development training for all staff to role out the peer observation plan

Tags:Personalized Learning: Tailored Learning/Differentiation

- (Not started) Create a staff PL interest survey to distribute to staff to gauge interest in PL peer observations

Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Analyzing the personalized Learning pre and post surveys administered in year one

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) All staff introduction to Peer Observation plan via in house PD during back to school

Tags:Personalized Learning: Tailored Learning/Differentiation

- (Not started) The Personal Learning Committee Maps out goals and intentions for the year and meeting purposes

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Establish peer observation plans, expectations, and schedule

Tags:Personalized Learning: Tailored Learning/Differentiation

- (Not started) Conduct Peer Observations as planned at the end of year one

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Change and modify Personalized Learning implementation through the building based off of data collected from year one

Tags:Personalized Learning: Tailored Learning/Differentiation

- (Not started) The Personal Learning Committee continues to meet and identify ways to aid staff understanding how PL supports student voice and community building

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation

- (Not started) 4th grade team begins Personalized Learning training with LEAP

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning:

Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) The Personal Learning Committee will meet with IDT teams to continue building all staff understanding of PL and integration of student voice in to practice

Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

- (Not started) The Personal Learning Committee will meet with the 4th grade team, teachers who conducted Peer Observations to address learning from the year to adjust Peer Observation plan and program to be implemented in fall 2022

Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Re-administer year one's post survey to identify if the changes made were successful

Tags:Personalized Learning: Tailored Learning/Differentiation

- (Not started) Begin Classroom Service Learning Project templates and conduct staff input survey

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Train all teachers in the Service Learning Project templates

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Begin classroom Service Learning Projects

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Each homeroom will survey students and select a service learning focus area

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) IDT teams will share out classroom ideas

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Conduct classroom service Learning project

Tags:SSCE: Informed Action: Project-based learning or Service Learning

- (Not started) Plan and coordinate service learning event  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Service Learning event day  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Reflect, Revise Classroom Service Learning Project templates from year one (staff survey)  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Revisit/ revise training for all teachers (special focus new staff) in the Service Learning Project templates  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Begin classroom Service Learning Projects  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Each homeroom will survey students and select a service learning focus area  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) IDT teams will share out classroom ideas  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Conduct classroom service Learning project  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Plan and coordinate service learning event  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Service Learning event day  
Tags:SSCE: Informed Action: Project-based learning or Service Learning
- (Not started) Meet with Facing History liaison to discuss Clinton needs for Civic learning in grades 5-8  
Tags:SSCE: Student Voice CIWP, SSCE: Community Based Learning

- (Not started) Analyze survey to pre k-4 teachers to understand what materials and resources they need to introduce civics into their classroom

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Identify existing community leaders and roles

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Begin alignment of student council with restorative justice team, and the CSI student leadership team

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Work with Facing History to develop staff PD addressing teaching strategies

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Administer and familiarize staff with new civics materials

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Begin communication with identify community leaders

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Launch student council, restorative justice team, and the CSI student leadership team

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Finalize Facing History PD, materials, training template, and time table

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Continue implementing new civics materials and add discussion implementation in IDT

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Create a plan and timetable to begin bringing community leaders into the building

Tags:SSCE: Student Voice, SSCE: Community Based Learning



- (Not started) Continue student council, restorative justice team, and the CSI student leadership team

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Begin Staff Professional Development trainings with Facing History via IDT teams

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Bring community leaders into classrooms

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Compile and gather materials and resources from Facing History to begin implementation in fall

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Review survey results and determine if year one materials were effective- adjust materials as needed

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Reflecting on what community leaders and roles were most effective and identify community representation gaps

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Draft a program plan for incorporating community leaders in to student leadership teams

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Reassess alignment of student council with restorative justice team, and the CSI student leadership team and adjust as needed

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Begin implementation of Facing History curriculum

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Administer and familiarize staff with new civics materials

Tags:SSCE: Student Voice, SSCE: Community Based Learning

- (Not started) Bring community leaders into classrooms

	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> <li>(Not started) Plan and coordinate Community leader event</li> </ul>
	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> <li>(Not started) Launch student council, restorative justice team, and the CSI student leadership team</li> </ul>
	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> <li>(Not started) Continue student council, restorative justice team, and the CSI student leadership team</li> </ul>
	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> <li>(Not started) Continue implementing new civics materials and add discussion implementation in IDT and conduct effectiveness evaluation</li> </ul>
	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p> <ul style="list-style-type: none"> <li>(Not started) Host a community leader all school event (school coffee with a leader event) with the student leadership teams</li> </ul>
	<p>Tags:SSCE: Student Voice, SSCE: Community Based Learning</p>

**Strategy 3**

If we do...	implement a mentor system for new students, use learner profiles to support transition to new grades, and establish programming to help students build awareness of how their current learning connects with options for post-secondary life
Then we see...	students will have easier transitions in and out of Clinton and from grade to grade, while better cultivating their skills and interests
which leads to...	allowing students to make more informed decisions about their futures, as measured by the number of 8th graders applying to specialized high school programs, improving the Grit section of 5 Essentials data to 80 or above by 2022, and high school on-track data from Clinton graduates.
Budget Description	Transition Team extended day pay for after school meetings; high school banners for 5/6 hallways; field trips to universities
Tags	Transitions, College & Career Access, & Persistence, OSCPA: College and Career Readiness
Action steps	<ul style="list-style-type: none"> <li>(Not started) Form a transition committee to create welcome programs and transition programs for our students and families.</li> </ul>

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Create criteria to identify students who could be mentors

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Develop toolkit and training process for mentors

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Application Process, including interviews of potential mentors.

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Communicate with those who will be mentors and schedule trainings

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Plan 21-22 Enrichment class for student-made videos - welcome, building tour, day in the life

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Pair new enrollments with student mentors and train mentors

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Welcome program: Evaluation and refinement

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: Quick Start/Open House (during supply drop off/similar to how high schools have them/ paying fees/ filling out school related forms)

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: Identify students who need to participate in academic programming (interventions/ after school)

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: Semester analysis and adjust based on data

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year Transitions: Plan supports for key transitions: Into PK, PK->K, 2->3, 4->5, 8->9

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year Transitions: Needs assessment and planning for summer academic programming to prevent summer slide (start in benchmark grades?)

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: Identify students who need to participate in academic summer programming

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: Teacher visits to grade below

Tags:Transitions, College & Career Access, & Persistence

- (Not started) "Year-to-Year Transitions: Quick Start includes introducing mentors to new students/ parent tours and welcome sessions for parents to see the school, learn about expectations, get help to sign up for Parent Portal, learn about ways to be involved (PAC, BAC, Principal Coffees, volunteering, etc).supply drop-off"

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year transitions: implement academic summer programming for identified students

Tags:Transitions, College & Career Access, & Persistence

- (Not started) Year-to-year Transitions: Implement BOY supports for key transitions: Into PK, PK->K, 2->3, 4->5

Tags:Transitions, College & Career Access, & Persistence

- (Not started) HS Preparedness: Get banners from HSs to hang in 5th/6th hall

Tags:Transitions, College & Career Access, & Persistence, OSCPA: College and Career Readiness

- (Not started) HS Prep: Develop "glossary" of college and career ready vocabulary for consistency (e.g, introduce GPA for grades)

Tags:Transitions, College & Career Access, & Persistence, OSCPA: College and Career Readiness

- (Not started) HS Prep: All 6th - 8th grade teachers will start SuccessBound activities and must be done by Quarter 4.

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: HS counselor visits to intro programs to students, develop resources for parents

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: Plan for Goal Setting Visits - teachers invite current student back to talk to next year's class

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: Make arrangements to add Geometry to academic offerings for SY 21-22

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: Motivational/Goal Setting Visits (Friday SEL) for 5-6 and for 7-8

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: All 6th - 8th grade teachers will start SuccessBound activities and must be done by Quarter 4.

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: HS counselor visits to intro programs to students, develop resources for parents

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) HS Prep: Plan for Goal Setting Visits - teachers invite current student back to talk to next year's class

Tags:Transitions, College & Career Access, & Persistence, OSCP: College and Career Readiness

- (Not started) Career Programming: Implement, Naviance, Second Step school-wide

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Develop survey of what teachers are doing related to careers and community

Tags:OSCPA: College and Career Readiness

- (Not started) Career Programming: Give surveys to teachers and students

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Annual Career Fair

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Develop list of Clinton alums and parents representing different careers to schedule visits

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Analyze survey results

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Plan expectations and resources by grade band

Tags:OSCPA: College and Career Readiness

- (Not started) Career Programming: All 6th - 8th grade teachers will complete ALL Naviance activities by Quarter 4.

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Communicate expectations and resources to grade bands

Tags:OSCPA: College and Career Readiness

- (Not started) Career Programming: Implement programs

Tags:OSCPA: College and Career Readiness

- (Not started) Career programming: Graduates panel, 8th --> 7th peer HS counseling, monthly lunch

	<p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> <li>• (Not started) Career programming: Planning Career Fair</li> </ul> <p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> <li>• (Not started) Career programming: Annual Career Fair</li> </ul> <p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> <li>• (Not started) Career programming: Evaluate and refine</li> </ul> <p>Tags:OSCPA: College and Career Readiness</p> <ul style="list-style-type: none"> <li>• (Not started) EL Monitoring: Develop and implement protocol for monitoring students who have transitioned out of EL program</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> <li>• (Not started) Learner Profiles: Train staff on growth mindset and learner profiles, develop a common understanding around growth mindset.</li> </ul> <p>Tags:Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> <li>• (Not started) Learner profiles: Develop template</li> </ul> <p>Tags:Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> <li>• (Not started) Learner Profiles: Develop a glossary focusing specifically on how to help students discover their talents/skills, learn to set goals and determine steps needed to achieve their goals of career or college.</li> </ul> <p>Tags:Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> <li>• (Not started) Learner profiles: Staff trained on what they are, how they look</li> </ul> <p>Tags:Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> <li>• (Not started) Learner profiles: Begin profiles of students</li> </ul> <p>Tags:Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> <li>• (Not started) Learner Profiles: Revisit and Reflect with students</li> </ul> <p>Tags:Personalized Learning: Learner Agency</p>
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**Strategy 4**

If we do...	develop, train staff and implement a school-wide restorative justice approach to discipline, that allows students to take ownership of their actions, help to resolve their conflicts and learn from their choices,
Then we see...	the root causes of student behavior and properly implement individualized, multi-tiered approaches to student supports and interventions,
which leads to...	lead to having a trained staff on the restorative justice approach by June of 2021, thus increasing the school's sense of collective responsibility when implementing this supportive, consistent, and equitable approach to discipline in school year 21/22. This will result in an increased sense of student accountability while decreasing student behavioral infractions by 35% by June 2022, as measured by the available tracking system (Student Logger/Aspen).
Budget Description	PD for restorative practices for all staff, extended day meetings for BHT teams, possible investment in interventions once new ones have been identified
Tags	OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Determine the Behavior Health Team's mission and vision. Tags:OSEL: Supportive School Environment</li> <li>• (Not started) Behavioral Health Team will create a behavior data tracking system for Pre-K-2. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) BHT will establish criterion for moving students from Tier 1 to Tier 2 and from Tier 2 to Tier 3. Tags:OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Create PD for staff on the BHT referral process. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Designate an administrator responsible for leading centrally-managed response to behaviors using consistent, restorative processes. Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</li> <li>• (Not started) Communicate Mission and Vision clearly to the entire school staff (teachers and ESPs).</li> </ul>



Tags:OSEL: Supportive School Environment

- (Not started) Staff will refer students to the Behavioral Health Team (BHT) following behavior referral protocol and the BHT will follow up with the teacher. BHT will review data and determine possible root causes for certain behaviors.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) The BHT will provide training to the staff on the data tracking system and will train all the teachers and entire staff on the behavior referral process. BHT will provide supports so that all staff has the tools to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Identify and provide supports for each tier though a menu of interventions to students for behavior issues. Begin implementation of new strategies and collect data as to its effectiveness. BHT team will meet monthly to go over data collected.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Determine appropriate PDs for ESPs to attend that pertain to discipline, trauma and restorative practices to help them facilitate their different roles within the building.

Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices

- (Not started) Recruit and train teachers to grow the BHT Committee and to be mentors for check in and check out students.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Integrate universal SEL skills instruction in disciplinary responses in the classroom by explicitly teaching expected behavior and positively reinforce consistently school-wide.

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment

- (Not started) BHT will continue to review data from referrals, determine possible root causes, research interventions, provide support in new interventions, implement the intervention and collect data to determine effectiveness. BHT will follow up with the teacher.

Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions

- (Not started) BHT team will research possible interventions, attend PDs, and facilitate additional staff to attend specific PDs as appropriate (PD will be personalized to meet the need of specific staff members). Offer PD as needed for adults (both teachers and ESP's) in understanding impact of trauma on student behavior and using trauma sensitive approaches to discipline.

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment

- (Not started) Meet with off-track students individually or in small groups to review school-wide expectations.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) ESP's attend PD's on discipline, trauma and restorative practices and implement new strategies.

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) BHT Committee will continue to meet monthly to update progress and determine next steps of off-track students. BHT shares out data quarterly to all staff staff members and LSC at the end of each quarter

Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) Send the Civic Life Student Survey to the students and analyze the data in grade level IDT meetings. Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Tags:SSCE: Student Voice

- (Not started) Meet with off-track students individually or in small groups to review school-wide expectations. BHT team will meet monthly to go over data collected and will review referrals and responses to gauge how responses are applied in regards to race, IEP status, language, gender, and other demographic factors.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) "Establish a student led committee that will focus on addressing the survey results on student discipline help lead peer mediation and create a reflection tools for their peers . Students will help address misbehavior through formal conferences that allow all parties to explain their perspective and lead to agreement on formal consequences."

Tags:SSCE: Student Voice

- (Not started) BHT will continue to review data from referrals, determine possible root causes, research interventions, provide support in new interventions, implement the intervention and collect data to determine effectiveness. BHT will follow up with the teacher. BHT will send a survey to the teachers to gather feedback for the following year.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Survey staff to determine effectiveness of new interventions implemented and additional PD staff members need for continued implementation in the upcoming year.

Tags:OSEL: SEL Instruction

- (Not started) Staff will receive a survey asking them to reflect on what worked and did not work with the behavioral referral process and its implementation and effectiveness.

Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

- (Not started) Continue implementation of peer mediation and reflection. Student led team will meet with the BHT to follow up

Tags:SSCE: Student Voice

- (Not started) Review effectiveness of BHT Program based on the data collected and implementation from previous year

Tags:OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions

- (Not started) Create next steps for BHT Committee to implement with students based off findings and a goal of getting 80% of students on-track.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Create after-school programs designed to provide supports to off-track students

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Identify schools that employ a discipline system that ensures equity across groups of students through school-wide practices and schedule an observation

Tags:OSEL: Supportive School Environment

- (Not started) Expand and survey teachers for the BHT: One member from each grade level and representation of students and auxiliary staff members

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Update staff and provide PD on BHT referral process. In IDT meetings discuss root causes of tracked behaviors using student behavior reflections, research, and data to determine appropriate disciplinary approaches.

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) Continue monthly BHT Committee meetings to update/track student progress.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) Student led team will meet with the BHT team to discuss implementation and expectations for the new school year. Students will be trained in peer mediation, restorative conversations, Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Tags:OSEL: Supportive School Environment, SSCE: Student Voice

- (Not started) Coordinate BHT effectiveness findings to CSI after-school programming.

Tags:OSEL: Tier 2 and 3 Interventions

- (Not started) BHT and select staff members will go to school visits to identify best practices.

Tags:OSEL: Supportive and Equitable Discipline Practices

- (Not started) IDT Planning Time: BHT and Admin will create a plan for IDT meeting planning based on trainings and plan how that approach will look at their grade level

Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment

- (Not started) Once a month IDT meetings will focus on MTSS and BHT data. Staff members will reflect on the root cause or function of student behaviors. Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (reentry plan, referral to a behavior health team, referral to community resource)

Tags:OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions

- (Not started) Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (e.g. reentry plan,

	<p>referral to a behavioral health team, referral to community resource). BHT Committee will continue to meet monthly to update progress and determine next steps of off-track students.</p> <p>Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>• (Not started) Student led team will meet with BHT to discuss data and reflect on effectiveness and next steps.</li> </ul> <p>Tags:OSEL: Supportive School Environment, SSCE: Student Voice</p> <ul style="list-style-type: none"> <li>• (Not started) Track students enrolled in after-school programs to monitor effectiveness of program offerings.</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>• (Not started) BHT and Grade Level Leads provide best practices observed and begin to create a system to fit Clinton's needs.</li> </ul> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p> <ul style="list-style-type: none"> <li>• (Not started) BHT Committee will create a follow up plan for students remaining off-track to continue working with students in '22-23</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>• (Not started) Student led team will meet to discuss end of year data, successes, and areas of improvement for the following year.</li> </ul> <p>Tags:SSCE: Student Voice</p> <ul style="list-style-type: none"> <li>• (Not started) Review students' data to determine after school program effectiveness and next steps.</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p>
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## Action Plan

### Strategy 1

Create and distribute a staff survey regarding MTSS process from school year 2019-2020.

Jun 01, 2020 to Aug 31, 2020 - ILT

Share menu of interventions from 2019-2020 school year.

Jun 01, 2020 to Aug 31, 2020 - Admin

Develop the expectations of Clinton's Progress Monitoring System

Jun 01, 2020 to Aug 31, 2020 - Staff, Admin., School Psychologist

Explore third party software to assist progress monitoring

Jun 01, 2020 to Aug 31, 2020 - MTSS Team, ILT

Create and distribute a document explaining the responsibilities of being a representative on the MTSS Action committee

Jun 01, 2020 to Aug 31, 2020 - ILT, Admin

Review Staff Survey Results (strengths/weaknesses) to determine next steps.

Sep 01, 2020 to Oct 31, 2020 - ILT/Admin/MTSS Team

Teacher leader experts provide professional development on implementation of interventions.

Sep 01, 2020 to Oct 31, 2020 - Selective Staff/Admin

Professional development by teacher leaders to ensure staff is properly trained on the Progress Monitoring expectations, tools, and data recording.

Oct 01, 2020 to Nov 30, 2020 - MTSS Committee/Staff/Admin

Assemble a group of teachers from each grade level to vet third party software

Oct 01, 2020 to Nov 30, 2020 - ILT/Admin

Select an educator from each grade band to be a representative on the MTSS Action committee.

Aug 01, 2020 to Aug 31, 2020 - Admin

Initial meeting of the MTSS Action team to establish protocol

Aug 01, 2020 to Sep 30, 2020 - MTSS Team/Admin

Progress Monitoring Check of Quarter 1

Nov 01, 2020 to Nov 30, 2020 - Admin/Staff

Determine Tier 2 interventions and Strategies for Implementation

Dec 01, 2020 to Jan 31, 2021 - Grade bands/Admin/MTSS team

Determine the target goals for Tier 1 instruction and criteria for movement to Tier 2.

Dec 01, 2020 to Feb 28, 2021 - MTSS Committee

Professional development on how to use third party software

Nov 01, 2020 to Nov 30, 2020 - ILT/Staff

One staff member at each grade band (K-2, 3-5, 6-9) provides ongoing support to staff as needed

Nov 01, 2020 to Jun 30, 2021 - MTSS Committee / Teacher Leaders

MTSS Action committee shares out on referral process driven by student data to assist in the referral process

Oct 01, 2020 to Oct 30, 2020 - MTSS Committee/ Admin

Grade level representative facilitates team discussions on best practice

Oct 01, 2020 to Jan 31, 2021 - MTSS Committee, Admin

Determine Tier 3 Interventions and Strategies for Implementation

Feb 01, 2021 to Apr 30, 2021 - Grade bands/ Admin/MTSS team

Start to incorporate the progress monitoring expectations into monthly grade level MTSS meetings.

Feb 01, 2021 to Apr 30, 2021 - Grade bands/Admin

Implementation of third party software school wide

Jan 01, 2021 to Apr 30, 2021 - All Staff

Document is created to facilitate staff in Inquiring about MTSS Action team's data analysis

Jan 01, 2021 to Apr 30, 2021 - ILT, MTSS Committee

Re-distribute staff survey

May 01, 2021 to Jun 30, 2021 - MTSS Committee

Finalize tiered interventions across grade bands.

May 01, 2021 to Jun 30, 2021 - Grade bands, MTSS team/ILT

Finalize the Progress Monitoring Expectations (Consistency throughout the school.)

Apr 01, 2021 to Jun 30, 2021 - MTSS Committee/ Staff/ Admin

Evaluate streams of data acquired using third party software

Apr 01, 2021 to Jun 30, 2021 - ILT / Admin

Referrals are based upon the input of the MTSS action committee analyzing data.

Apr 01, 2021 to Jun 30, 2021 - MTSS Committee /Staff

Plan for Intervention transition across grade levels of Tier 2/Tier 3 students between grade levels

Jun 01, 2021 to Aug 31, 2021 - Grade bands/MTSS committee/Admin

Analyze progress monitoring data from 2020-21 school year, then Review and Revise School-wide Expectations.

Jun 01, 2021 to Aug 31, 2021 - Admin/ MTSS Committee

Evaluation is created and distributed to MTSS Action committee to gather information on clarity and efficiency

Jun 01, 2021 to Aug 31, 2021 - ILT, Admin, MTSS Committee

Review overall system of intervention (scheduling, determining instructional focus, fidelity)

Sep 01, 2021 to Oct 31, 2021 - Individual grade bands/MTSS team/Admin/ILT

Incorporate Revised Progress Monitoring Expectations into all MTSS meetings.

Sep 01, 2021 to Oct 31, 2021 - Grade Bands/Admin

Analyze Classroom Data using third party software

Sep 01, 2021 to Oct 31, 2021 - All Staff

Teacher Leaders provide ongoing support for third party software

Sep 01, 2021 to Jun 30, 2022 - Teacher Leaders

MTSS Committee re-elects grade band representatives

Sep 01, 2021 to Sep 30, 2021 - ILT, MTSS Committee

Determine method of documenting interventions and outcomes

Nov 01, 2021 to Jan 31, 2022 - MTSS team/Admin

Use the progress monitoring expectations to track movement between tiers on a monthly basis, and provide immediate support.



Oct 01, 2021 to Jun 30, 2022 - Grade Bands/ MTSS Committee

Continue to input/sync data to provide multiple points of data to support Tier placement , interventions, and progress monitoring tools.

Oct 01, 2021 to Jun 30, 2022 - All Staff

Review procedures evaluate productivity identify areas of growth

Nov 01, 2021 to Nov 30, 2021 - MTSS Committee, ILT, Admin

Finalized Intervention Implementation Plan to be shared school wide (choosing interventions, creating structure, fidelity measures, planning transition and intervention data collection)

Mar 01, 2022 to Apr 30, 2022 - MTSS team/Admin/ILT

Use the current progress monitoring data to determine best student placements/ supports for school year 2021-2022.

Apr 01, 2022 to Jun 30, 2022 - Grade Bands/Admin/ MTSS Committee

MTSS Committee provides PD to staff on how to ensure success within the MTSS process  
Committee data analysis

Mar 01, 2022 to Apr 30, 2022 - MTSS Committee

Survey continues to provide data on what the school needs to improve/support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full implementation of tiered interventions school wide.

May 01, 2022 to Jun 30, 2022 - Grade level bands/MTSS team

Consistency throughout the school with Progress Monitoring.

Jun 01, 2022 to Jun 30, 2022 - Grade Bands/ Admin/ MTSS Committee

Software provides multiple points of data to support the MTSS process.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full functioning system utilized by the MTSS Committee that provides continuous support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee, Staff, Admin,

Finalized Intervention Implementation Plan to be shared school wide (choosing interventions, creating structure, fidelity measures, planning transition and intervention data collection)

Mar 01, 2022 to Apr 30, 2022 - MTSS team/Admin/ILT

Use the current progress monitoring data to determine best student placements/ supports for school year 2021-2022.

Apr 01, 2022 to Jun 30, 2022 - Grade Bands/Admin/ MTSS Committee

MTSS Committee provides PD to staff on how to ensure success within the MTSS process  
Committee data analysis

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Survey continues to provide data on what the school needs to improve/support.

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Full implementation of tiered interventions school wide.

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Consistency throughout the school with Progress Monitoring.

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Software provides multiple points of data to support the MTSS process.

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Full functioning system utilized by the MTSS Committee that provides continuous support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee, Staff, Admin,

Finalized Intervention Implementation Plan to be shared school wide (choosing interventions, creating structure, fidelity measures, planning transition and intervention data collection)

Mar 01, 2022 to Apr 30, 2022 - MTSS team/Admin/ILT

Use the current progress monitoring data to determine best student placements/ supports for school year 2021-2022.

Apr 01, 2022 to Jun 30, 2022 - Grade Bands/Admin/ MTSS Committee

MTSS Committee provides PD to staff on how to ensure success within the MTSS process  
Committee data analysis

Mar 01, 2022 to Apr 30, 2022 - MTSS Committee

Survey continues to provide data on what the school needs to improve/support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full implementation of tiered interventions school wide.

May 01, 2022 to Jun 30, 2022 - Grade level bands/MTSS team

Consistency throughout the school with Progress Monitoring.

Jun 01, 2022 to Jun 30, 2022 - Grade Bands/ Admin/ MTSS Committee

Software provides multiple points of data to support the MTSS process.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full functioning system utilized by the MTSS Committee that provides continuous support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee, Staff, Admin,

Finalized Intervention Implementation Plan to be shared school wide (choosing interventions, creating structure, fidelity measures, planning transition and intervention data collection)

Mar 01, 2022 to Apr 30, 2022 - MTSS team/Admin/ILT

Use the current progress monitoring data to determine best student placements/ supports for school year 2021-2022.

Apr 01, 2022 to Jun 30, 2022 - Grade Bands/Admin/ MTSS Committee

MTSS Committee provides PD to staff on how to ensure success within the MTSS process  
Committee data analysis

Mar 01, 2022 to Apr 30, 2022 - MTSS Committee

Survey continues to provide data on what the school needs to improve/support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full implementation of tiered interventions school wide.

May 01, 2022 to Jun 30, 2022 - Grade level bands/MTSS team

Consistency throughout the school with Progress Monitoring.

Jun 01, 2022 to Jun 30, 2022 - Grade Bands/ Admin/ MTSS Committee

Software provides multiple points of data to support the MTSS process.

May 01, 2022 to Jun 30, 2022 - MTSS Committee

Full functioning system utilized by the MTSS Committee that provides continuous support.

May 01, 2022 to Jun 30, 2022 - MTSS Committee, Staff, Admin,

## **Strategy 2**

Create a Personal Learning Staff Committee

Jul 01, 2020 to Aug 31, 2020 - Admin and teachers who have completed or are involved LEAP

Create a Personal Learning Professional Development training for all staff

Jul 01, 2020 to Aug 31, 2020 - Admin and teachers who have completed or are involved LEAP

Create Personalized Learning Pre year survey to administer to non- PL trained staff

Jul 01, 2020 to Aug 31, 2020 - Admin and teachers who have completed or are involved LEAP

All staff introduction to Personalized Learning and the two year plan with goals via in house PD during back to school

Aug 09, 2020 to Sep 04, 2020 - Admin and teachers who have completed or are involved LEAP

The Personal Learning Committee Maps out goals and intentions for the year and meeting purposes

Sep 01, 2020 to Oct 31, 2020 - Admin, PL Committee

3rd grade team begins Personalized Learning training with LEAP

Sep 01, 2020 to Nov 30, 2020 - Admin and 3rd grade team

The Personal Learning Committee continues to meet and identify ways to aid staff understanding how PL supports student voice and community building

Nov 01, 2020 to Jan 31, 2021 - Admin, PL Committee

3rd grade team continues Personalized Learning training with LEAP

Nov 01, 2020 to Jun 18, 2021 - Admin and 3rd grade team

The Personal Learning Committee will meet with IDT teams to continue building all staff understanding of PL and integration of student voice in to practice

Jan 01, 2021 to Apr 30, 2021 - Admin, PL Committee

The Personal Learning Committee will meet with the 3rd grade team to address learning from the year and create a Peer Observation plan and program to be implemented in fall 2021

Apr 01, 2021 to Jun 30, 2021 - Admin, PL Committee, 3rd grade team

Administer Personalized Learning post-year survey to non- PL trained staff

Jun 01, 2021 to Jun 30, 2021 - Admin, and teachers who have completed or are involved LEAP

Begin Classroom Service Learning Project templates and conduct staff input survey

Jun 01, 2020 to Aug 31, 2020 - Mykella Auld and Sarah Strittmater

Train all teachers in the Service Learning Project templates

Sep 01, 2020 to Sep 30, 2020 - Student Voice Committee, Admin, Beena John, and Mykella Auld

Begin classroom Service Learning Projects

Oct 01, 2020 to Nov 30, 2020 - All teachers

Each homeroom will survey students and select a service learning focus area

Nov 01, 2020 to Nov 30, 2020 - Homeroom Teachers/ Supports Beena John and Mykella Auld

Reflect, Revise, and restriction as needed the Personal Learning Staff Committee

Jun 01, 2021 to Aug 31, 2021 - Admin, PL Committee

Create a Personal Learning Professional Development training for all staff to role out the peer observation plan

Jun 01, 2021 to Aug 31, 2021 - Admin, PL Committee

Create a staff PL interest survey to distribute to staff to gauge interest in PL peer observations

Jun 01, 2021 to Aug 31, 2021 - Admin, PL Committee

Analyzing the personalized Learning pre and post surveys administered in year one

Jun 01, 2021 to Aug 31, 2021 - Admin, and teachers who have completed or are involved LEAP

All staff introduction to Peer Observation plan via in house PD during back to school

Aug 01, 2021 to Sep 30, 2021 - Admin, and teachers who have completed or are involved LEAP

The Personal Learning Committee Maps out goals and intentions for the year and meeting purposes

Sep 01, 2021 to Oct 31, 2021 - Admin, PL Committee

Establish peer observation plans, expectations, and schedule

Sep 01, 2021 to Nov 30, 2021 - Admin, PL Committee, teachers conducting peer observations

Change and modify Personalized Learning implementation through the building based off of data collected from year one

Sep 01, 2021 to Sep 30, 2021 - Admin, and teachers who have completed or are involved LEAP

Conduct Peer Observations as planned at the end of year one

Nov 01, 2021 to Jun 30, 2022 - Admin, and teachers who have completed or are involved LEAP

The Personal Learning Committee continues to meet and identify ways to aid staff understanding how PL supports student voice and community building

Nov 01, 2021 to Jan 31, 2022 - Admin, PL Committee

4th grade team begins Personalized Learning training with LEAP

Nov 01, 2021 to Jan 31, 2022 - Admin, and 4th grade team

The Personal Learning Committee will meet with IDT teams to continue building all staff understanding of PL and integration of student voice in to practice

Jan 01, 2022 to Apr 30, 2022 - Admin, PL Committee

The Personal Learning Committee will meet with the 4th grade team, teachers who conducted Peer Observations to address learning from the year to adjust Peer Observation plan and program to be implemented in fall 2022

Apr 01, 2022 to Jun 30, 2022 - Admin, PL Committee, 3rd grade team

Re-administer year one's post survey to identify if the changes made were successful

Apr 01, 2022 to Jun 23, 2022 - Admin, and teachers who have completed or are involved LEAP

IDT teams will share out classroom ideas

Dec 01, 2020 to Jan 31, 2021 - Admin

Conduct classroom service Learning project

Jan 01, 2021 to Apr 30, 2021 - Homeroom Teachers/ Supports Beena John and Mykella Auld

Plan and coordinate service learning event

Jan 01, 2021 to Apr 30, 2021 - Mykella Auld, CSI team, Student Voice Committee, Admin

Service Learning event day

May 01, 2021 to May 31, 2021 - Mykella Auld, CSI team, Student Voice Committee, Admin

Reflect, Revise Classroom Service Learning Project templates from year one (staff survey)

Jun 01, 2021 to Aug 31, 2021 - Mykella Auld, Maggie Diedrick, Sarah Strittmater, Student Voice Committee and Admin

Revisit/ revise training for all teachers (special focus new staff) in the Service Learning Project templates

Sep 01, 2021 to Sep 30, 2021 - Student Voice Committee, Admin, Counselor and CSI Coordinator

Begin classroom Service Learning Projects

Oct 01, 2021 to Nov 30, 2021 - All teachers

Each homeroom will survey students and select a service learning focus area

Nov 01, 2021 to Nov 30, 2021 - Homeroom Teachers/ Supports Counselor and CSI Coordinator

IDT teams will share out classroom ideas

Dec 01, 2021 to Jan 31, 2022 - Admin

Conduct classroom service Learning project

Jan 01, 2022 to Apr 30, 2022 - Homeroom Teachers/ Supports Counselor and CSI Coordinator

Plan and coordinate service learning event

Jan 01, 2022 to Apr 30, 2022 - CSI Coordinator, CSI team, Student Voice Committee, Admin

Service Learning event day

May 01, 2022 to May 31, 2022 - CSI Coordinator, CSI team, Student Voice Committee, Admin

Meet with Facing History liaison to discuss Clinton needs for Civic learning in grades 5-8

Jun 01, 2020 to Aug 31, 2020 - Admin, Niki Karas, Christina Krasic

Analyze survey to pre k-4 teachers to understand what materials and resources they need to introduce civics into their classroom

Jun 01, 2020 to Aug 31, 2020 - Admin and pre k-4 teachers

Identify existing community leaders and roles

Jun 01, 2020 to Aug 31, 2020 - CSI Coordinator, Admin, other identified staff

Begin alignment of student council with restorative justice team, and the CSI student leadership team

Jun 01, 2020 to Aug 31, 2020 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Work with Facing History to develop staff PD addressing teaching strategies

Sep 01, 2020 to Nov 30, 2020 - Admin, Niki Karas, Christina Krasic

Administer and familiarize staff with new civics materials

Sep 01, 2020 to Nov 30, 2020 - Admin and pre k-4 teachers

Begin communication with identify community leaders

Sep 01, 2020 to Nov 30, 2020 - CSI Coordinator, Admin, School Culture Committee

Launch student council, restorative justice team, and the CSI student leadership team

Sep 01, 2020 to Nov 30, 2020 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Finalize Facing History PD, materials, training template, and time table

Nov 01, 2020 to Jan 31, 2021 - Admin, Niki Karas, Christina Krasic

Continue implementing new civics materials and add discussion implementation in IDT

Nov 01, 2020 to Jun 30, 2021 - Admin and pre k-4 teachers

Create a plan and timetable to begin bringing community leaders into the building

Nov 01, 2020 to Jan 31, 2021 - CSI Coordinator, Admin, School Culture Committee, Grade level staff

Continue student council, restorative justice team, and the CSI student leadership team

Nov 01, 2020 to Jun 30, 2021 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Begin Staff Professional Development trainings with Facing History via IDT teams

Jan 01, 2021 to Jun 30, 2021 - Admin, Niki Karas, Christina Krasic

Bring community leaders into classrooms

Jan 01, 2021 to Jun 30, 2021 - CSI Coordinator, Admin, School Culture Committee, Grade level staff



Compile and gather materials and resources from Facing History to begin implementation in fall

Jun 01, 2021 to Aug 31, 2021 - Admin, Niki Karas, Christina Krasic, and Facing History Liaison

Review survey results and determine if year one materials were effective- adjust materials as needed

Jun 01, 2021 to Jun 30, 2021 - Admin, PreK -4 teachers

Reflecting on what community leaders and roles were most effective and identify community representation gaps

Jun 01, 2021 to Aug 31, 2021 - CSI Coordinator Admin, other identified staff

Draft a program plan for incorporating community leaders in to student leadership teams

Jun 01, 2021 to Aug 31, 2021 - Student council staff, Jr NHS staff, CSI staff, and CSI Coordinator

Reassess alignment of student council with restorative justice team, and the CSI student leadership team and adjust as needed

Jun 01, 2021 to Aug 31, 2021 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Begin implementation of Facing History curriculum

Sep 01, 2021 to Nov 30, 2021 - Admin, Facing History Liaison, and grade level teachers

Administer and familiarize staff with new civics materials

Nov 01, 2021 to Jun 30, 2022 - Admin and pre K- 4 teachers

Bring community leaders into classrooms

Sep 01, 2021 to Jun 30, 2022 - CSI Coordinator, Admin, School Culture Committee, other identified staff

Plan and coordinate Community leader event

Jan 01, 2022 to Apr 30, 2022 - Student council staff, Jr NHS staff, CSI staff, and CSI Coordinator

Launch student council, restorative justice team, and the CSI student leadership team

Sep 01, 2021 to Nov 30, 2021 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Continue student council, restorative justice team, and the CSI student leadership team

Nov 01, 2021 to Jun 30, 2022 - Student voice committee, Restorative Justice Committee, and CSI team, and Admin

Continue implementing new civics materials and add discussion implementation in IDT and conduct effectiveness evaluation

Apr 01, 2022 to Jun 30, 2022 - Admin and pre K -4 teachers

Host a community leader all school event (school coffee with a leader event) with the student leadership teams

Apr 01, 2022 to Jun 30, 2022 - CSI Coordinator, Admin, School Culture Committee, Grade level staff

### **Strategy 3**

Form a transition committee to create welcome programs and transition programs for our students and families.

Jul 01, 2020 to Aug 31, 2020 - Admin

Welcome program: Create criteria to identify students who could be mentors

Aug 01, 2020 to Sep 30, 2020 - Transition Committee

Welcome program: Develop toolkit and training process for mentors

Nov 01, 2020 to Dec 31, 2020 - Transition Committee

Welcome program: Application Process, including interviews of potential mentors.

Nov 01, 2020 to Dec 31, 2020 - Transition Committee

Welcome program: Communicate with those who will be mentors and schedule trainings

Jan 01, 2021 to Jan 31, 2021 - Transition Committee

Welcome program: Plan 21-22 Enrichment class for student-made videos - welcome, building tour, day in the life

Apr 01, 2021 to Jun 30, 2021 - Transition Committee, Techco, Admin & Students

Welcome program: Pair new enrollments with student mentors and train mentors

Jul 01, 2021 to Jun 30, 2022 - Transition Committee & Admin

Welcome program: Evaluation and refinement

May 01, 2022 to Jun 30, 2022 - Transition Committee & Admin

Year-to-year transitions: Quick Start/Open House (during supply drop off/similar to how high schools have them/ paying fees/ filling out school related forms)

Jul 01, 2020 to Aug 31, 2020 - Transition Committee, Admin, Clerks

Year-to-year transitions: Identify students who need to participate in academic programming (interventions/ after school)

Sep 01, 2020 to Jun 30, 2021 - All Staff

Year-to-year transitions: Semester analysis and adjust based on data

Oct 01, 2020 to Nov 30, 2020 - Transition Committee, Admin

Year-to-year Transitions: Plan supports for key transitions: Into PK, PK->K, 2->3, 4->5, 8->9

Feb 01, 2021 to Jun 30, 2021 - Pre K Teachers, K Teachers, 2nd Teachers, 3rd Teachers, 4th Teacher, 5th Teachers, 8th Teachers

Year-to-year Transitions: Needs assessment and planning for summer academic programming to prevent summer slide (start in benchmark grades?)

Apr 01, 2021 to Jun 30, 2021 - Mykella Auld, Admin

Year-to-year transitions: Identify students who need to participate in academic summer programming

Apr 01, 2021 to Jun 30, 2021 - All Staff

Year-to-year transitions: Teacher visits to grade below

Jun 01, 2021 to Jun 30, 2021 - All Staff

"Year-to-Year Transitions: Quick Start includes introducing mentors to new students/ parent tours and welcome sessions for parents to see the school, learn about expectations, get help to sign up for Parent Portal, learn about ways to be involved (PAC, BAC, Principal Coffees, volunteering, etc).supply drop-off"

Jul 01, 2021 to Aug 31, 2021 - Transition Team, Admin

Year-to-year transitions: implement academic summer programming for identified students

Jun 01, 2021 to Aug 31, 2021 - Mykella Auld & teaching staff

Year-to-year Transitions: Implement BOY supports for key transitions: Into PK, PK->K, 2->3, 4->5

Jun 01, 2021 to Sep 30, 2021 - Pre K Teachers, K Teachers, 2nd Teachers, 3rd Teachers, 4th Teacher, 5th Teachers

HS Preparedness: Get banners from HSs to hang in 5th/6th hall

Jun 01, 2020 to Aug 31, 2020 - Admin

HS Prep: Develop "glossary" of college and career ready vocabulary for consistency (e.g., introduce GPA for grades)

Aug 01, 2020 to Sep 30, 2020 - Grade Level Teams during IDTs - start with 5-8, then have lower grades add

HS Prep: All 6th - 8th grade teachers will start SuccessBound activities and must be done by Quarter 4.

Sep 01, 2020 to Jun 30, 2021 - 6th-8th teachers and Beena John

HS Prep: HS counselor visits to intro programs to students, develop resources for parents

Oct 01, 2020 to Nov 30, 2020 - Counselor, Other Service Providers, & Admin

HS Prep: Plan for Goal Setting Visits - teachers invite current student back to talk to next year's class

May 01, 2021 to Jun 30, 2021 - 5th-8th Teachers

HS Prep: Make arrangements to add Geometry to academic offerings for SY 21-22

Apr 01, 2021 to Aug 31, 2021 - Admin

HS Prep: Motivational/Goal Setting Visits (Friday SEL) for 5-6 and for 7-8

Sep 01, 2021 to Nov 30, 2021 - Grade Level Teams

HS Prep: All 6th - 8th grade teachers will start SuccessBound activities and must be done by Quarter 4.

Sep 01, 2021 to Jun 30, 2022 - 6th-8th teachers and Beena John

HS Prep: HS counselor visits to intro programs to students, develop resources for parents

Oct 01, 2021 to Nov 30, 2021 - Counselor, Other Service Providers, & Admin

HS Prep: Plan for Goal Setting Visits - teachers invite current student back to talk to next year's class

May 01, 2021 to Jun 30, 2021 - 5th-8th Teachers

Career Programming: Implement, Naviance, Second Step school-wide

Sep 01, 2020 to Jun 30, 2021 - 6th - 8th teachers

Career programming: Develop survey of what teachers are doing related to careers and community

Sep 01, 2020 to Sep 30, 2020 - Transition Committee

Career Programming: Give surveys to teachers and students

Sep 01, 2020 to Sep 30, 2020 - Transition Committee

Career programming: Annual Career Fair

Feb 01, 2021 to May 31, 2021 - Transition Committee

Career programming: Develop list of Clinton alums and parents representing different careers to schedule visits

Apr 01, 2021 to Jun 30, 2021 - Transition Committee

Career programming: Analyze survey results

Apr 01, 2021 to Jun 30, 2021 - Transition Committee

Career programming: Plan expectations and resources by grade band

Apr 01, 2021 to Jun 30, 2021 - Grade Level Teams

Career Programming: All 6th - 8th grade teachers will complete ALL Naviance activities by Quarter 4.

Apr 01, 2020 to Jun 30, 2020 - 6th-8th Grade Teachers

Career programming: Communicate expectations and resources to grade bands

Jul 01, 2021 to Aug 31, 2021 - Admin

Career Programming: Implement programs

Sep 01, 2021 to Jun 30, 2022 - Grade Level Teams

Career programming: Graduates panel, 8th --> 7th peer HS counseling, monthly lunch

Sep 01, 2021 to Nov 30, 2021 - 7th/8th Grade Team

Career programming: Planning Career Fair

Feb 01, 2021 to Mar 31, 2021 - Transition Committee

Career programming: Annual Career Fair

Apr 01, 2021 to Jun 30, 2021 - Transition Committee and Admin

Career programming: Evaluate and refine

Apr 01, 2021 to Jun 30, 2021 - Transition Committee

EL Monitoring: Develop and implement protocol for monitoring students who have transitioned out of EL program

Aug 01, 2020 to Jun 30, 2022 - ELPTs

Learner Profiles: Train staff on growth mindset and learner profiles, develop a common understanding around growth mindset.

Aug 01, 2020 to Oct 31, 2020 - Transition Team

Learner Profiles: Develop a glossary focusing specifically on how to help students discover their talents/skills, learn to set goals and determine steps needed to achieve their goals of career or college.

Nov 01, 2020 to Jun 30, 2021 - All Staff

Learner profiles: Develop template

Jun 01, 2020 to Aug 31, 2020 - Transition Team

Learner profiles: Staff trained on what they are, how they look

Sep 01, 2020 to Jun 30, 2021 - Transition Team

Learner profiles: Begin profiles of students

Sep 01, 2021 to Jun 30, 2022 - All Teachers

Learner Profiles: Revisit and Reflect with students

Apr 01, 2021 to Jun 30, 2021 - All Teachers

## **Strategy 4**

Determine the Behavior Health Team's mission and vision.

Jun 01, 2020 to Aug 31, 2020 - BHT Committee, Admin

Communicate Mission and Vision clearly to the entire school staff (teachers and ESPs).

Sep 01, 2020 to Oct 31, 2020 - BHT Committee, Admin

Staff will refer students to the Behavioral Health Team (BHT) following behavior referral protocol and the BHT will follow up with the teacher. BHT will review data and determine possible root causes for certain behaviors.

Sep 01, 2020 to Nov 30, 2020 - BHT Committee

Behavioral Health Team will create a behavior data tracking system for Pre-K-2.

Jun 01, 2020 to Aug 31, 2020 - BHT Committee, Admin

BHT will establish criterion for moving students from Tier 1 to Tier 2 and from Tier 2 to Tier 3.

Jun 01, 2020 to Aug 31, 2020 - BHT Committee, Admin

Create PD for staff on the BHT referral process.

Jun 01, 2020 to Aug 31, 2020 - BHT Committee, Admin

Designate an administrator responsible for leading centrally-managed response to behaviors using consistent, restorative processes.

Jun 01, 2020 to Aug 31, 2020 - Admin

The BHT will provide training to the staff on the data tracking system and will train all the teachers and entire staff on the behavior referral process. BHT will provide supports so that all staff has the tools to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning.

Aug 01, 2020 to Sep 30, 2020 - BHT Team, Admin

Identify and provide supports for each tier through a menu of interventions to students for behavior issues. Begin implementation of new strategies and collect data as to its effectiveness. BHT team will meet monthly to go over data collected.

Sep 01, 2020 to Nov 30, 2020 - BHT Committee

Determine appropriate PDs for ESPs to attend that pertain to discipline, trauma and restorative practices to help them facilitate their different roles within the building.

Sep 01, 2020 to Nov 30, 2020 - BHT Committee, Admin, ESPs

Recruit and train teachers to grow the BHT Committee and to be mentors for check in and check out students.

Sep 01, 2020 to Nov 30, 2020 - BHT Committee

Integrate universal SEL skills instruction in disciplinary responses in the classroom by explicitly teaching expected behavior and positively reinforce consistently school-wide.

Sep 01, 2020 to Nov 30, 2020 - All Staff

BHT will continue to review data from referrals, determine possible root causes, research interventions, provide support in new interventions, implement the intervention and collect data to determine effectiveness. BHT will follow up with the teacher.

Nov 01, 2020 to Mar 31, 2021 - BHT Committee, Admin

BHT team will research possible interventions, attend PDs, and facilitate additional staff to attend specific PDs as appropriate (PD will be personalized to meet the need of specific staff members). Offer PD as needed for adults (both teachers and ESP's) in understanding impact of trauma on student behavior and using trauma sensitive approaches to discipline.

Nov 01, 2020 to Mar 31, 2021 - BHT Committee, Admin

Meet with off-track students individually or in small groups to review school-wide expectations.

Sep 01, 2020 to Nov 30, 2020 - BHT Committee

ESP's attend PD's on discipline, trauma and restorative practices and implement new strategies.

Sep 01, 2020 to Jun 30, 2021 - BHT Committee, Admin, ESP's

BHT Committee will continue to meet monthly to update progress and determine next steps of off-track students. BHT shares out data quarterly to all staff staff members and LSC at the end of each quarter

Nov 01, 2020 to Jun 30, 2021 - BHT Committee

Send the Civic Life Student Survey to the students and analyze the data in grade level IDT meetings. Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Oct 01, 2020 to Nov 30, 2020 - Homeroom Teachers

Meet with off-track students individually or in small groups to review school-wide expectations. BHT team will meet monthly to go over data collected and will review referrals and responses to gauge how responses are applied in regards to race, IEP status, language, gender, and other demographic factors.

Nov 01, 2020 to Jun 30, 2021 - BHT Committee

"Establish a student led committee that will focus on addressing the survey results on student discipline help lead peer mediation and create a reflection tools for their peers . Students will help address misbehavior through formal conferences that allow all parties to explain their perspective and lead to agreement on formal consequences."

Jan 01, 2021 to Apr 30, 2021 - Student Led Team and BHT



BHT will continue to review data from referrals, determine possible root causes, research interventions, provide support in new interventions, implement the intervention and collect data to determine effectiveness. BHT will follow up with the teacher. BHT will send a survey to the teachers to gather feedback for the following year.

Apr 01, 2021 to Jun 30, 2021 - BHT Committee

Survey staff to determine effectiveness of new interventions implemented and additional PD staff members need for continued implementation in the upcoming year.

Apr 01, 2021 to Jun 30, 2021 - BHT Committee

Staff will receive a survey asking them to reflect on what worked and did not work with the behavioral referral process and its implementation and effectiveness.

Apr 01, 2021 to Jun 30, 2021 - BHT Committee

Continue implementation of peer mediation and reflection. Student led team will meet with the BHT to follow up

Apr 01, 2021 to Jun 30, 2021 - Student Led Team and BHT

Review effectiveness of BHT Program based on the data collected and implementation from previous year

Jun 01, 2020 to Aug 31, 2020 - BHT Committee, Admin

Create next steps for BHT Committee to implement with students based off findings and a goal of getting 80% of students on-track.

Jun 01, 2021 to Aug 31, 2021 - BHT Committee, Admin

Create after-school programs designed to provide supports to off-track students

Jun 01, 2021 to Aug 31, 2021 - CSI Coordinator and BHT Committee

Identify schools that employ a discipline system that ensures equity across groups of students through school-wide practices and schedule an observation

Jun 01, 2021 to Aug 31, 2021 - Admin

Expand and survey teachers for the BHT: One member from each grade level and representation of students and auxiliary staff members

Jun 01, 2021 to Aug 31, 2021 - Admin

Update staff and provide PD on BHT referral process. In IDT meetings discuss root causes of tracked behaviors using student behavior reflections, research, and data to determine appropriate disciplinary approaches.

Sep 01, 2021 to Nov 30, 2021 - BHT Committee, Admin

Continue monthly BHT Committee meetings to update/track student progress.

Sep 01, 2021 to Jun 30, 2022 - BHT Committee, Admin

Student led team will meet with the BHT team to discuss implementation and expectations for the new school year. Students will be trained in peer mediation, restorative conversations, Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Sep 01, 2021 to Sep 30, 2021 - BHT Committee, Admin and select students

Coordinate BHT effectiveness findings to CSI after-school programming.

Jul 01, 2021 to Oct 31, 2021 - CSI Coordinator and BHT Committee

BHT and select staff members will go to school visits to identify best practices.

Sep 01, 2021 to Nov 30, 2021 - BHT selected staff members, Admin

IDT Planning Time: BHT and Admin will create a plan for IDT meeting planning based on trainings and plan how that approach will look at their grade level

Jul 01, 2021 to Sep 30, 2021 - BHT and Admin

Once a month IDT meetings will focus on MTSS and BHT data. Staff members will reflect on the root cause or function of student behaviors. Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (reentry plan, referral to a behavior health team, referral to community resource)

Oct 01, 2021 to Jun 30, 2022 - BHT Committee, Admin, Teachers

Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (e.g. reentry plan, referral to a behavioral health team, referral to community resource). BHT Committee will continue to meet monthly to update progress and determine next steps of off-track students.

Sep 01, 2021 to Jun 30, 2022 - BHT Committee

Student led team will meet with BHT to discuss data and reflect on effectiveness and next steps.

Oct 01, 2021 to Jun 30, 2022 - BHT Committee and select students

Track students enrolled in after-school programs to monitor effectiveness of program offerings.

Oct 01, 2021 to Jun 30, 2022 - CSI Coordinator and BHT Committee

BHT and Grade Level Leads provide best practices observed and begin to create a system to fit Clinton's needs.

Jan 01, 2022 to Jun 30, 2022 - BHT and selected staff members for grade levels

BHT Committee will create a follow up plan for students remaining off-track to continue working with students in '22-23

Apr 01, 2021 to Jun 30, 2021 - CSI Coordinator and BHT Committee

Student led team will meet to discuss end of year data, successes, and areas of improvement for the following year.

Apr 01, 2021 to Jun 30, 2021 - BHT Committee and select students

Review students' data to determine after school program effectiveness and next steps.

Apr 01, 2021 to Jun 30, 2021 - CSI Coordinator and BHT Committee

# Fund Compliance

## ESSA Program

<p>[X]</p> <p>ESSA Schoolwide Program</p> <p>The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.</p> <p>[ ]</p> <p>Non-title I school that does not receive any Title I funds</p>
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## ESSA Schoolwide Program

<p><b>A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.</b></p> <p>The school conducts a needs assessment annually when reviewing standardized test performance. An analysis is completed in order to determine how current programs are working and what additional programs should be added to help us reach achievement goals.</p>
<p><b>Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.</b></p> <p>We have built in a variety of ways for students to receive academic support within the school day as well as outside of the regular school day. The school has a dedicated intervention period for students to receive</p>

small group instruction. We also have after school programming which include academic support for students who need more support academically.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

We have begun to implement personalized learning throughout the school with our first cohort being our 5th and 6th grade teams. Through this change in practice teachers have reported having more time to work with students individually and in small groups. Students are also taught to set goals and taught strategies on how to monitor their progress towards those goals. This practice will be phased in school-wide with the goal of providing students individualized supports. Our school also has a high EL population with 40+ languages spoken. Because of this we have inclusion EL teachers at each grade level who support the general education teachers through co-teaching methods. We also have a newcomer program for students in grades 5-8 who are new to the US and need support in learning to read and write in English.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

The school has multiple resources to meet the needs of our students. We have after school programming for students in all grades who are struggling academically. We have implemented intervention periods within the school day which allows for teachers to work with students in small groups focusing on specific skills. We also have a behavior health team which helps to determine reasons students may be off track. They then implement a variety of strategies in order help the student become on track. We have built in time for SEL instruction at all grades as well as the Success Bound curriculum for college and career awareness in the 6-8th grades.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

We have multiple partnerships with universities throughout the state. Students are able to perform their clinical and student teaching at Clinton which has helped us to find strong candidates. We also create a nurturing environment where continual learning is supported. Through teachers taking graduate classes as well as attending PDs we have been able to find highly qualified candidates who have chosen to work at Clinton.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

The school provides for professional development for all staff. We support our teachers with memberships to national organizations and pay for regional and national conferences for staff to attend and bring back information for their colleagues. Additionally we encourage all staff to attend PDs through CPS and pay for substitutes when necessary. Our paraprofessionals are also encouraged to attend PDs and to incorporate strategies from the sessions. Throughout the year our own staff provides PDs for our staff in a variety of areas and all staff is paid to attend these PDs outside of their regular work hours.

**Strategies to increase parent involvement, such as family literacy services.**

We have worked with our Community School partner, Loyola University and BAC/PAC organizations to provide a variety of classes for our parents. We have also partnered with others in the community to provide ESL, GED, and Citizenship classes for parents. We also schedule open house, high school information sessions, art shows, music shows, and fitness events to engage parents and to showcase student work.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Our preschool team has developed a transition from home to Preschool program in order to support our new families as their children start preschool. Our preschool and kindergarten teams have developed a transition program for preschool to kindergarten. This involves kindergarten teachers joining our preschool teachers for family literacy events. Parents get time throughout the year to get to know our kindergarten team of teachers. At the end of the school year, students and their parents visit kindergarten classrooms to learn more about kindergarten. In August, we hold kindergarten orientation which provides time for students and their parents to meet their teacher and see the classroom.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

We hold weekly instructional data team meetings to review classroom and district wide assessment data to inform instruction. A monthly MTSS meeting is held during team meetings to review student data and to collaboratively determine interventions to improve individual student achievement.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

An intervention/enrichment block is incorporated in the master schedule for 5-8th grades. Students receive additional support daily in areas of need. In all other grades, intervention is built into the daily schedule where small group instruction allow teachers to target individual deficiencies. After school intervention and enrichment classes are offered for students who have difficulty mastering grade level standards or who need additional enrichment opportunities.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

All federal, state, and local programs are completed following all guidelines. The CSI funds are completed in compliance with CPS policies as well as all State and Federal guidelines. All Nutrition programs are aligned with all agency guidelines.

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## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

### Parent and Family Engagement Policy (Complete)

**Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I requirements, and improvement. Please describe how this will be accomplished.**

Parents are invited to attend the Local School Council meetings where information is shared about the school's progress, procedures, and curriculum. They hold regular meetings and invitations are sent home to parents in advance. Parents are also invited to monthly community initiatives of the school. The school website and social media accounts also provide up to date news and information to community members. This team discusses the use and effect of our CSI funds on a regular basis.

**The school will hold an annual meeting at a time convenient to parents and families during the first month of school. Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting**

Our Title I Annual Meeting is scheduled for Friday, September 25, 2020 at 9am. The PAC Organizational Meeting is scheduled for Friday, September 25, 2020 at 10am. This information is shared in school newsletters. We will also provide newly enrolled families with this information upon their enrollment. The dates will also be posted on the school website.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the Title I Parent Advisory Committee (PAC) meetings, and to participate, as appropriate, in decisions about the education of their children. Please describe how this will be accomplished.**

Monthly we do offer a Principal Coffee where parents can share their suggestions and concerns in an open forum. Our PAC and Leadership Team. Once these suggestions are received the school works to address them in a timely manner. Information is shared through newsletters and the school website.

**Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts, and science.**

The school shares all State assessment data with parents as soon as it is received. We include an explanation letter with all assessment data to help parents understand data in our parent workshops.

**Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified" for at least 30 days before the start of the school year. Please describe how this will be accomplished.**

If a teacher is found to be not "highly qualified" the letter will be sent out immediately. The principal will also provide session information to the parent.

**Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards, assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress.**

Parents are invited to learn more about the CCSS and each classroom's curriculum during the school open-house as well as to organize Literacy, Math, Science, and Gifted nights to provide information to parents about what the students are learning. A Parent Portal to monitor student progress.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate to support their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.**

Training and resources are determined through the BAC, PAC, LSC, and CSI Advisory Councils. These are based on needs surveys.

**Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to all children and in how to implement and coordinate parent and family programs and build ties with parents and family members.**

Professional development sessions and team meetings include researched-based methods of communicating with parents. The MTSS team will be working with teachers to proactively communicate and work with parents in supporting their students and parents.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs to support their children's education. Please describe how this will be accomplished.**

Preschool and kindergarten teachers hold monthly literacy meetings with families after school. At these sessions teachers share information about the child's progress and provide resources for home use.

**Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is shared with parents. Please describe how this will be accomplished.**

Weekly newsletters are emailed to parents. The newsletters have the capability to be translated into the parent's home language. The school also uses working social media accounts and a website to help share information with parents.

### Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

### School-Parent Compact (Complete)

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

Mission: The Clinton School mission is to educate the whole child for college and career readiness. Through the implementation of a rigorous academic program and relentlessly working to meeting the social/emotional needs of our students, we offer the children of Clinton School activities and experiences that foster their growth and development in the areas of academics, social/emotional, and the arts.

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

Formal parent-teacher conferences are held the Wednesday after the 1st and 3rd quarter. There are also parent-teacher conferences held either the teacher, parent, or administration.

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

The school provides academic and social/emotional progress reports twice per quarter. Parents are also encouraged to schedule meetings with teachers when necessary to discuss areas of success and areas of needed growth.

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

Each staff member is accessible from 8:30 to 3:30 on school days and when needed by appointment outside of the school. Staff is available during report card pick-up for consultation with parents.

**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.**

All parents are encouraged to volunteer at school in some capacity. There are several opportunities throughout the year including garden projects, chaperoning and several other ways parents can volunteer. Parents are required to complete the appropriate checks for CPS.

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

Parents are expected to assist their child with homework, ensure they are ready to learn each day, and monitor their child's attendance. The school also reaches out to and offers assistance when parents request assistance. The Behavioral Health Team works with children and parents at home for their children. The attendance team also works closely with families in providing resources and addressing concerns.

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

Parents are able to participate in the decision making process through the LSC, PAC, and BAC committees. Parents are also able to participate with teachers, the ILT, and school administration.

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

Students are provided with frequent progress reports and feedback on their academic and social/emotional attainment. The school administrators continually highlight student, classroom, and school successes during morning announcements.

## Parent Budget (Complete)



**Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with student achievement. The overarching goal is to increase student academic achievement through parental and family engagement.**

Our goal is to provide parent workshops that will provide training to our parents on how to assist their child with in-classroom activities. Workshops will focus on homework help, English language classes, computer literacy, and restorative practices.

**Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<b>51130, 52130</b>	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
<b>53405</b>	<b>Supplies</b> 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.	\$1658.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$3000.00
<b>54125</b>	<b>Consultants</b> 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)	\$2000.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00

<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> 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 be used only by parents.	\$0.00