



Clinton Commitments for Student Achievement



All CCSD Employees:

Tight:

- A shared mission of ensuring high levels of learning for every student.
- Work collaboratively to achieve our mission.
- Make data-driven decisions based, first and foremost, upon what is in the best interest of our students.

Loose:

- Support of colleagues.

Individual Teachers:

Tight:

- Fidelity and active participation within the team in response to the unpacking of standards, team-developed common formative assessments, team analysis of data, and collectively providing interventions and extension.
- On-time monitoring and recording of student learning of Promise Standards.

Loose:

- For instruction, determination of lessons needed for student mastery of learning targets.
- For instruction, identification of instructional strategies best suited to meet differentiated student learning needs.

PLCs:

Tight:

- Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
- Educators use results of common assessments to improve instructional practice and intervene and extend student learning.
- Peer Review

Loose:

- Collaborative teams will receive significant ownership over:
 - Collective commitments.
 - Which standards will be deemed essential
 - Development, implementation, and monitoring of team-developed common formative assessments.
 - Tools to gather and analyze evidence of student learning.
 - Peer Review

Principals:

Tight:

- Assurance that every site educator is on job-aligned collaborative team.
- Assurance that every PLC team has at least an average of 60 minutes per week of collaboration time and is focused and dedicated to answering four critical questions of the PLC process.
- Establish a school-wide system of intervention that is systematic, timely, targeted and in addition to core instruction.
- Create a master schedule that supports effective core instruction (Tier 1) and interventions.
- Develop and maintain an effective School-Wide Intervention Team.
- Stewardship reporting to Central Office over evidence of student learning of Promise Standards and PLC progress.

Loose:

- How time is organized for teacher collaboration and interventions.
- How team work is monitored.
- How resources are allocated to support team collaboration and interventions.

Central Office:

Tight:

- Provision and access to professional development for all teachers, building PLC Leaders and principals.
- Establish, implement and monitor, to fidelity, school-wide systems of intervention and enrichment for student achievement and behavior at each school.
- Stewardship reporting to the school board of evidence of student learning to demonstrate progress of PLCs.

Loose:

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- Individual schools are empowered to determine their own collective commitments, goals, and systems of intervention and enrichment.