U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet[ ] Choice

Name of Principal <u>Dr. Daniel Gutchewsky</u>
      (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Clayton High School</u>
      (As it should appear in the official records)

School Mailing Address <u>1 Mark Twain Circle</u>
      (If address is P.O. Box, also include street address.)

City <u>Clayton</u>   State <u>MO</u>   Zip Code+4 (9 digits total) <u>63105-1613</u>

County <u>St. Louis County</u>

Telephone <u>(314) 854-6600</u>   Fax <u>(314) 854-6794</u>

Web site/URL <u>http://www.claytonschools.net/CHS</u>   E-mail <u>dangutchewsky@claytonschools.net</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Principal's Signature)

Name of Superintendent* <u>Dr. Sean Doherty</u>   E-mail <u>seandoherty@claytonschools.net</u>
      (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>School District of Clayton</u>   Tel. <u>(314) 854-6000</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Joe Miller</u>
      (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>3 </u>Elementary schools (includes K-8)
   (per district designation):   <u>1 </u>Middle/Junior high schools
                                       <u>1 </u>High schools
                                       <u>0 </u>K-12 schools

                                       <u>5 </u>TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [　] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	104	110	214
10	104	119	223
11	122	118	240
12 or higher	117	112	229
Total Students	447	459	906

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0.1 % American Indian or Alaska Native
   the school (if unknown, estimate):   11.3 % Asian
                                     15.5 % Black or African American
                                     5.2 % Hispanic or Latino
                                     0 % Native Hawaiian or Other Pacific Islander
                                     63.4 % White
                                     4.5 % Two or more races
                                   100 % Total

 (Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 1%

   If the mobility rate is above 15%, please explain:

   This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred **to** the school after October 1, 2018 until the end of the 2018-2019 school year	9
(2) Number of students who transferred **from** the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2018	900
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

   Arabic, Bengali, Bosnian, Czech, Dutch, Estonian, Filipino, French, Greek, Hebrew, Hindu, Croatian, Hungarian, Igbo, Italian, Japanese, Konkani, Korean, Latvian, Mandarin, Persian, Portuguese, Romanian, Spanish, Serbian, Tamil

   English Language Learners (ELL) in the school: 1 %

                                                       9 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

            Total number students who qualify: 73

8.	Students receiving special education services:	__10__ %

	__94__ Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

__15__ Autism	__2__ Multiple Disabilities
__0__ Deafness	__0__ Orthopedic Impairment
__0__ Deaf-Blindness	__31__ Other Health Impaired
__0__ Developmental Delay	__26__ Specific Learning Disability
__11__ Emotional Disturbance	__4__ Speech or Language Impairment
__0__ Hearing Impairment	__0__ Traumatic Brain Injury
__4__ Intellectual Disability	__1__ Visual Impairment Including Blindness

9.	Number of years the principal has been in her/his position at this school: __8__

10.	Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	74
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	18

11.	Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1	__12:1__

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	99%	100%	98%	98%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	206
Enrolled in a 4-year college or university	77%
Enrolled in a community college	12%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	2%
Other	7%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X   No

If yes, select the year in which your school received the award.   1984

15. In a couple of sentences, provide the school's mission or vision statement.

We inspire each student to love learning and embrace challenge within a rich and rigorous academic culture.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Clayton High School is a 900-student, high-performing, comprehensive public high school located in a suburb immediately west of St. Louis, Missouri. The tradition of excellence at CHS dates back over 100 years to our founding in 1908. The school's central location in the financial and business hub of St. Louis County and proximity to two major universities creates beneficial community partnerships for our students and staff. We are fortunate to serve a community with a rich history of valuing and supporting education.

While the District is only three square miles, we serve students from across the St. Louis metro area. In addition to our resident students, CHS serves students from St. Louis City through our 35-year participation in St. Louis' voluntary desegregation program. We also serve students from unaccredited school districts in St. Louis County, employees' children, and tuition students. Despite our size, we serve a very diverse (socio-economic, culturally, racial, gender, religious) population with more than 25 different languages spoken in our families' homes.

Clayton High School students achieve a high level of success. The graduation rate is nearly 100% most years, our attendance rate is consistently above 95% and our post-secondary college enrollment rate is approximately 90% (with most students attending four-year institutions). CHS is consistently recognized as a top school high school in Missouri and the region by various outside organizations such as Niche, U.S. New and World Report, Newsweek, and the Washington Post.

CHS is guided by the District's mission: "We inspire each student to love learning and embrace challenges within a rich and rigorous academic culture." We operate under the assumption that all students can have success and achieve at high levels while experiencing a rigorous college preparatory curriculum. The academic programming at CHS represents a depth and breadth not found at many college prep schools twice our size. More than 95% of our teaching faculty have advanced degrees in their content area. We offer 24 Advanced Placement (AP) classes and more than 60 percent of students take at least one AP class during their time at CHS with a pass rate of over 90 percent. Our faculty work to remove barriers for students to take AP and honors courses and use data to identify and encourage underserved populations in our building.

A focus on rigor is embedded in all of our programming. This is evident in our Conferenced Writing Program (CWP) in English, our Physics First program in science, and our focus on differentiation with all of our social studies classes through heterogeneous grouping. Business students may participate in our Catalyst program, an entrepreneurship program that provides seed money, mentoring, and internship opportunities. Performing arts are also an integral part of our academic program at CHS. We offer robust theater, orchestra, band, and choir programs, many of which start in the elementary grades. Almost 20% of our student body is a member of one (or more) of our instrumental performance groups. These programs have won numerous awards and honors at the state and regional levels.

While we strive for academic excellence, we also believe that all students need to be well rounded and participate in activities outside the classroom. Our goal is to ensure that every student has a connection to CHS outside of their daily classes. In order to facilitate these connections, we offer numerous athletic and academic competition opportunities at varying levels of expertise and skill to encourage participation. We also offer a wide variety of clubs and special interest organizations that are organized and developed by students. By creating these opportunities, we encourage ownership in the school community and provide outlets for all students to share their talents while sending the message that every student belongs at CHS.

Our student data around Social Emotional Learning (SEL) indicates that the overwhelming majority of students feel connected to school and have positive feelings toward CHS. While there is still room for growth, this data validates our building-wide efforts in this area and contributes to our success.

Individualization and an emphasis on relationships are core beliefs of the educational community of CHS. Favorable class sizes promote conditions where students, parents, and faculty expect to have authentic relationships with one another. The faculty and staff of CHS work to ensure that each student has a strong positive relationship with at least one adult in the building. Relationship data from students and faculty as

well as data from Social Emotional Learning surveys is regularly reviewed and used to identify students in need of extra attention.

Thank you for your consideration of our application. Clayton High School was recognized as a National Blue Ribbon School in 1984. This recognition was a tremendous validation of the work of the entire community and established CHS as a model of best practice. This award helped advance our work to share best practice with other schools and these efforts have continued to this day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Our Principles of Teaching and Learning guide decisions related to curriculum, pedagogy, assessment, and professional learning. These principles inform the teaching and learning process, the implementation and evaluation of written and taught curriculum, and remind us of our own educational expectations.

We are accountable to our learners by committing to collective inquiry, evidence-based decision-making, innovation, and reflection of the results of teaching and learning. We empower students to take ownership in their learning. We measure learning through multiple assessments and using data to monitor and improve learning. We provide ongoing, specific feedback to students as a part of instruction and monitor student progress to guide instructional decision-making.

We support collaboration and build sustaining relationships by partnering with stakeholders to create environments that support individual and collaborative learning. We build independence and social interaction for purposeful engagement in learning. We promote self-reflection that results in improved learning.

We develop and implement curricula that are grounded in rich and relevant content by supporting the development of teachers' craft and content expertise. We guide deep understandings of content areas and their connections to one another in order to synthesize skills and communicate knowledge in meaningful ways. We nurture understanding and communication while participating in intellectual endeavors. We ensure that curriculum, instruction, and assessment are dynamic, intellectually stimulating, and attentive to student learning needs.

We invest in innovation and responsiveness in a positive learning environment by understanding diversity to ensure inclusive learning environments that enable each learner to meet high expectations. We ensure that our curriculum is a place where students can explore the unfamiliar, but also see their own lived experiences validated and valued. We offer choice and exploration that require critical thinking, creativity, and collaborative problem solving. We acknowledge that to be truly innovative one must take risks in teaching and learning.

1b. Reading/English language arts

The CHS English Department strives to fulfill the District's commitment of educating, inspiring and empowering students to become leaders by developing a curriculum that challenges and empowers each of our students to make a difference.

Course work in grades nine through twelve features a wide range of shared literature, from classics such as The Odyssey to modern selections such as Between the World and Me by Ta-Nehisi Coates. Teachers guide students in persevering through challenging and complex texts as well as model the value of embracing ambiguity. Shared texts, either book-length or shorter pieces, allow analysis of the role of language and how authors and citizens employ language in different ways and for different purposes. We encourage our readers to ask questions to make sense of the world and to find answers to the questions in our shared readings as well as choice-driven independent and book club reading units. We support their ability to find these answers by teaching specific skills, as outlined by the Missouri Learning Standards, in reading literary and informational text. Teachers assess students in their mastery of these skills with formative assessments throughout each unit as well as summatively at the end of each unit and at the end of each semester through a common assessment for each course.

Striving readers are empowered to succeed in our College Prep English courses through the support of our reading specialist who work closely with English teachers. Our reading courses--Academic Reading I,

Academic Reading II, Learning Center: Reading--focus on how specific strategies can improve comprehension and how recognizing the structure of the text can lead to meaning.

Additionally, we support students in finding their own answers to big questions through our Conferenced Writing Program, a required component of each English class. Our Conferenced Writing Program takes an individualized approach to writing that helps teachers maintain high writing standards based on the Missouri Learning Standards. Each year, all students write ten compositions and meet individually with their English teachers ten times, outside of class, for a twenty-minute writing conference. Students and teachers discuss the composition that is most recently assigned: an analytical essay, a collection of poetry, a narrative, or maybe a photo essay. Students may come to a conference with a first draft to discuss questions and develop writing goals or just bring an outline or idea and teachers will model a variety of ways to structure their ideas or help them brainstorm ways to develop their writing.

Many students continue to excel in the language arts through electives. Our award-winning student publications--Claymo, the CHS yearbook, and The Globe, our student newspaper--as well as our speech and debate team, are facilitated by teachers who lead each program in a way that honors student strengths, helps them meet goals for improvement, and furthers their development as writers and thinkers.

1c. Mathematics

Clayton's High School math curriculum is designed on the foundation of conceptual understanding. Curriculum for each course in the secondary math progression is designed to provide learners with a balanced approach to mathematics that includes both pure and applied mathematics. Mathematical concepts are intentionally developed through investigation and scaffolded experiences, providing the learner with opportunities to construct their own understanding of a topic and make connections to previous and current knowledge. Furthermore, the department has committed to using the Standards of Mathematical Practice along with the Missouri Learning Standards to ensure students attain not only content mastery, but also the tools to be lifelong learners and contributors to the world around them.

Secondary math teachers pride themselves on continuous communication and side by side learning opportunities with their middle school colleagues. Due to this collaboration, the secondary team is able to ensure students have a smooth transition into the high school math curriculum. This allows us to align both content standards and pedagogical practices.

Students access the secondary math curriculum through three horizontally and vertically aligned course progressions. These three progressions differ in depth and breadth of curriculum as well as built-in differentiation and student support.

The General Progression provides students with the opportunity to start their secondary math journey with a Pre-Algebra or Algebra 1 experience. This progression consists of Pre-Algebra, Algebra 1, Geometry, Algebra 2, Algebra 3 and Consumer Math.

The College Prep (CP) Progression, the primary progression of most Clayton High School students, has been developed to be responsive to the eighth-grade experiences of students both within and outside our District. Similar to our General Progression, the CP Progression provides students with the opportunity to start their secondary math journey in either CP Algebra 1 or CP Geometry. This progression consists of CP Algebra 1, CP Geometry, CP Algebra 2, CP Functions Statistics and Trigonometry (FST), CP Pre-Calculus, and Honors Calculus. An opportunity for acceleration is built into this progression which allows highly successful students to accelerate over CP FST.

The Honors Progression serves students who fall primarily in the top five percent nationwide. Almost all of these students have prepared for this progression beginning in seventh grade, where curriculum begins to be intentionally compacted. This progression consists of Honors Geometry, Honors Algebra 2 and Trigonometry, Honors Pre-Calculus, and concludes with an option of Advanced Placement (AP) Calculus AB or AP Calculus BC.

Students needing access to curriculum beyond the progressions described above can participate in our Algebra and Number Theory course. Students participate in learning modules throughout this course that focus on the historical origins, advancement and modern day application of mathematical concepts such as graph theory, non-Euclidean geometry, modular arithmetic, algebraic systems, number theory, topology and discrete mathematics. Additionally, students who have completed course content equivalent to CP FST or Honors Algebra 2 and Trigonometry can dual enroll in AP Statistics and their regular progression math course the following year.

No matter the progression, preparation for the ACT/SAT and post-secondary mathematics is a top priority. Mindful of the complexity and depth of the Algebra 1 standards, Missouri's Algebra 1 End of Course Exam is administered to all students during the first semester of their Algebra 2 experience. Placement into all math progressions and courses each year is data driven. Data points used to make decisions around placement include student performance on Northwest Evaluation Association's Measures of Academic Progress Assessments, Missouri's State Grade Level Content Assessments, End of Course Assessments, as well as commonly developed and implemented District formative and summative assessments.

Influencing both how lessons are delivered and feedback is attained, Desmos and TI-Nspire technology provide a way for daily lessons to be developed in response to student feedback and progress. Teachers use their school websites and Google Classrooms to post lesson notes, examples, assignments, and solutions. This provides students and families with continued access to day to day instruction resulting in a strong school home partnership.

Planning for daily instruction is done in close collaboration with course-alike teachers and teachers of vertical courses. This intentional collaboration, along with common assignments and assessments, ensures that all students, no matter their teacher, will have assured learning experiences preparing them for subsequent courses. As a result, teachers are able to reflect on student performance and examine student progress in professional learning communities on a day-to-day basis, working together to meet the needs of all learners.

Committed to empowering students with skills that stretch beyond the walls of a math classroom, Clayton's Math Department is in a continued state of refinement. Teachers have incorporated flipped learning opportunities, project based learning experiences, and interdisciplinary projects as a means to make math in their world more visible. As the department dives more deeply into the study of deep learning and equitable teaching practices, opportunities to transform curriculum continue to arise.

1d. Science

Students experience a vertically-aligned core sequence of physics, chemistry, and biology during their freshman, sophomore, and junior years. Our goal is to help students grow into critical thinkers who can transfer knowledge of content, conceptual understandings, and science practices to solve problems outside of the context in which they are learned.

During physics students are immersed in inquiry-driven learning that is grounded in the development, application, and refinement of conceptual models of understanding often in a laboratory setting. Students analyze data to determine fundamental understandings of motion, forces, and energy. Ideas generated are tested, refined, and extended through additional lab experiences shaped by student input. Sophomores draw upon the content, concepts, and skills developed during physics as they pursue chemistry. Of key importance is the transfer of experimental design, graphing, model building, dimensional analysis skills along with essential understandings of forces such as electromagnetism. Juniors bring these skills and understandings to bear on gaining a contemporary understanding of biology. Learning through scientific inquiry in the lab continues and we draw heavily upon student understandings such as the fundamental properties of matter, transfer of energy, and the nature of equilibria.

The Next Generation Science Standards (NGSS) influenced a two-year review of the scope and sequence of all core courses. Within professional learning committees, each discipline adjusted essential understandings and learner objectives based on NGSS performance expectations. During this process, we also incorporated

Earth Science performance expectations into each of our core courses to make our student experience more comprehensive.

Science electives include the Project Lead the Way biomedical sequence, five AP science courses, and a variety of one-semester electives including Evolution, Astronomy and Plant Science. Virtually every student graduates with at least four science credits and many students graduate with five or more including at least one AP course.

Science assessments are aligned to state and national curriculum standards. Data from the ACT Aspire and PSAT 8 assessments are used to inform course placement decisions for students. Teachers collaborate to design a wide variety of common formative and summative assessments that provide evidence of student growth, targets for improvement and ensure a common experience for students across different classrooms. We are increasingly incorporating peer assessment practices to promote metacognition and encourage revisions of work; we feel this promotes equity and mastery of standards. Teachers regularly use data to refine teaching methodology and improve the assessments as a tool for learning.

1e. Social studies/history/civic learning and engagement

The social studies curriculum centers on our goal of developing engaged global citizens. Our two required history courses integrate United States history into the context of world history as a means of providing relevant comparisons to other locations around the globe. All students are also required to take a semester or a year-long capstone government course with an increased focus on community involvement. In addition, we are proud to offer at least eight Advanced Placement courses in the social sciences and an average of about ten elective courses for juniors and seniors to continue to develop their interests in social sciences.

The freshmen and sophomore history courses are designed as the second and third courses in a three-year sequence which integrates U.S. history into global events. Eighth grade studies to around the year 1450, while ninth grade students explore the history of our country through an international lens until 1877. Events such as the American Revolution, Civil War, and Industrialization are taught in tandem with similar themes in other locations. In tenth grade, all students learn about the twentieth century in U.S. and world history and have an opportunity to gain an appreciation for more recent events in the twenty-first century. These courses are deliberately taught in heterogeneous groupings without ability tracking to reflect the demography of our society.

While all students share the same experiences in freshmen and sophomore history and government, the Social Studies Department is proud to offer many electives per year for juniors and seniors. This has resulted in high enrollment rates in all of our classes and an average of over three hundred AP tests given every spring. These courses are taught with an understanding of college expectations; therefore, there is a focus on analytic thinking, document analysis, and connections to daily life.

Social Studies assessment is used to inform instruction, provide feedback for all students and measure growth. National tests such as the ACT inform teachers of student reading levels and help with course placements. The Missouri End of Course Exam in Government allows teachers to compare student responses and develop units of study based upon areas of improvement. Summative unit and semester assessments are written by teams of teachers for required courses to notify teachers and students on areas of growth, inform ongoing skill development and ensure consistency of the learning experience for students.

1f. For secondary schools:

Our Guidance Program focuses on teaching students the competencies that are critical to their continued social, emotional, and academic growth and development. Through regular, planned activities led by the District's professionally-certified guidance counselors, students learn about career planning and exploration, knowledge of self and others, and educational and vocational development.

Ongoing interactions with counselors allow students to work with their counselor to develop an individualized plan for the future. Where college is in the plan, junior student/parent(s) schedule an

individualized meeting with their college counselor to map a post-secondary plan including discussion regarding senior course selection, standardized testing, college majors, and a targeted list of recommended colleges and or appropriate programs. Juniors conduct all aspects of their "college search" with the support of CHS college counselors.

Seniors continue to engage in the college search as well as the application, admission, and decision-making process with the support of the CHS college-counseling program. This includes review of final college essay drafts, applications, a comprehensive counselor letter of recommendation, all supporting documentation, financial aid workshops, and all other aspects of post-secondary decision-making.

1g. For schools that offer preschool for three- and/or four-year old students:

2.   Other Curriculum Areas:

The World Languages Department offers a full sequence of language study in Latin, French, and Chinese. Students have the opportunity to begin Spanish in first grade and continue study throughout their senior year. The elective course offerings in Spanish at the high school level are more similar to college-level courses. Students can choose such topics as Social Issues in the Spanish Speaking World, Film and Literature, or Popular Culture in Spain. Within all language study, Clayton is committed to helping learners become linguistically and culturally competent. Linguistically competent students can proficiently communicate in oral and written language. Culturally competent students gain a knowledge and appreciation of other cultures in the global community. The program is proficiency-based and through the use of thematic units builds student skills in the four skills (listening, reading, writing, speaking).

The Library Media Center ensures all students have access to information, technology, and a wide variety of diverse, inclusive literature. The library provides an environment that encourages intellectual freedom and emotional growth; it is a comfortable and safe place where students respect each other. Students use the library as a place to grow academically and socially, engaging in innovation and inquiry with guidance from librarians and each other.

The Visual Arts Department serves a wide variety of students. Art classes are multi-age, multi-ability and students are multi-intentioned as to what brings them to the discipline. To best serve this broad range of students, we focus on fostering creative thinking, a studio mindset, and artistic development. The majority of students will not pursue art beyond high school, but there is value for all students in learning in a studio setting, an environment that consistently challenges the ways in which students think and solve problems. We provide hands-on, project-based work that engages their thinking in non-traditional ways. While we provide instruction that fosters artistic skill and technique, it is the idea-driven work that allows students to make meaningful connections between subjects and think more deeply about content and ideas. We offer classes in a wide variety of media so that students can work to their strengths and/or challenge themselves with different materials and processes with the intention that they will become better artists and be more creative, critical thinkers, collaborators, and problem solvers.

Our award-winning Performing Arts Department consists of nearly twenty classes that include ensembles, AP Music Theory, and fine arts credit offerings. We offer extensive opportunities in band, orchestra, choir and theater. Students in our bands and orchestras consistently achieve All-District and All-State recognitions, as well as participate in many community programs, such as the St. Louis Symphony Youth Orchestra. Students also maintain membership in national organizations such as the Tri-M Honor Music Society and the Thespian Society. Our programs consistently earn top ratings at State Music Festivals and appear regularly in honors performances for the state music educators annual conference. Our theater department is recognized throughout the state, and nationally, for superior theatrical and musical productions, including an annual student-run musical. In addition, our performing arts students remain active in the community by providing performances for assisted living residents, community festivals, and events for children with special needs.

Health and physical education play a unique and critical role in helping to guide students in the journey toward superior health and physical literacy. The Health and Physical Education Department prides

ourselves in the ability to foster meaningful relationships with students, parents, and the Greyhound community. Our team is an accommodating and versatile group with the talent to develop meaningful, purposeful, relevant, and inclusive lessons that aim to improve the social, emotional, physical, and academic growth and development of every student.

The Career and Technical Education department provides students with hands-on, project-based learning opportunities. We bring together information traditionally learned in science, math, art, music, English, history, and technology and focus on application of those skills as used in various industries. These courses give students both curricular and extracurricular outlets to apply learning from other classes in the areas of business, marketing, video production, journalism, culinary arts, engineering, and computer science. These courses provide students with exposure to industries in high demand and build students' capacity to problem solve, think critically, work in teams, and build essential skills for college and beyond.

3. **Academic Supports**:

3a. Students performing below grade level

Knowing that there are a myriad of reasons why a student may be underperforming, Clayton High School takes a whole-child approach to supporting students who are performing below grade level. A team consisting of the student's grade-level administrator and counselor, the building's Instructional Coach, and the Director of Learning Support meet monthly to examine and identify factors that may be the reason for a student's struggle. The team then collaborates with the student, teachers, and family to create an individualized plan to help support the student. Depending on the identified barriers to learning, the team also consults with the school social worker, lead Special School District teacher, the building's reading specialist, departmental curriculum coordinators, the school nurse, and the athletic director; these members of the faculty are often part of the team who supports a student who is struggling. Once a plan is in place, it is monitored and adjusted on a monthly basis.

Additionally, the building offers support classes students can enroll in; these smaller classroom settings allow students to receive small group and one-on-one assistance in growing skills and concepts needed to help them achieve at or above grade level. CHS offers a general support class aimed to help students develop and refine skills such as studying, note-taking, organization, etc. The English, social studies, and math departments also offer content-specific support classes. The mission of all the support classes is to 1) empower students to be confident, independent learners by cultivating student skills, strategies, and behaviors in a supportive, safe environment that exists for all, 2) provide a variety of services and resources to support students as they engage with curriculum across disciplines, and 3) complement the work of the classroom by creating a partnership between classroom teachers and the support class teachers.

3b. Students performing above grade level

For our academically talented students, CHS offers 24 AP courses in a host of different areas. Students who are seeking advanced academic challenges may take AP classes in all core content areas (math, ELA, social studies, and science), as well as in fine arts, world languages, and computer science. Our District has a number of high-performing students who have learning needs beyond that of the typical classroom. As such, we offer gifted programming to students who show exceptional abilities in the areas of creativity, problem-solving, and critical thinking when compared to their Clayton peers. At CHS, anywhere from 19 to 29 percent of each grade-level has been identified as gifted. These students are given the opportunity to flex their creative problem-solving muscles in many of the class offerings at CHS, such as Design & Engineering, Global Business and Entrepreneurship (Catalyst), Forensic Science, and Current Issues in American Society.

As a District, we know our gifted students have needs that go beyond the purely academic, so we have implemented opportunities for the staff to learn from experts about how to address the social and emotional needs of this unique population in the classroom. This year, the entire staff at CHS participated in a professional learning opportunity which was led by our District gifted coordinator. During this session, staff members learned about the five different learning intensities most commonly associated with gifted learners

and how these intensities might play out in their classrooms. They also learned about imposter syndrome, asynchronous development, and ways to differentiate for the social and emotional needs of the gifted. Continued professional learning is one of many steps the District is taking to ensure our high school gifted learners continue to have all of their learning needs met regularly.

3c. Special education

In conjunction with the Special School District of St. Louis County, a wide variety of supports and services are provided for students with identified educational disabilities. Special education and general education teachers collaborate continually to develop differentiated instructional strategies and provide accommodations to meet the needs of the diverse learners. The Special Education Department provides a continuum of services based upon each student's Individualized Educational Program (IEP). Services are provided in the general education classroom through co-teaching. General education and special education teachers work collaboratively to co-plan, co-instruct, and co-assess students utilizing the general education curriculum. Resource services are built into schedules as determined by the needs of the student. During Study Skills classes, students receive reinforcement of strategies, reteaching of skills, monitored application of skills through homework completion, progress monitoring of IEP goals, development of self-advocacy skills, and guidance with transition planning. Students that require functional academic skills are provided through the Essential Skills program. Students within this program develop independent living and job readiness skills through on-campus job skills training and community-based vocational instruction at off-campus locations. Students that require social emotional support receive services through direct teaching of social emotional curricula and sessions with a social worker within the QUEST program. In addition, a variety of related services are available to meet the needs of the students who may require speech and language therapy, occupational therapy, adaptive PE, assistive technology, applied behavior analysis, orientation and mobility. The Special Education staff supports students in preparing for post-secondary experiences through ongoing exploration and goal setting in the areas of education, employment, and independent living as well as supporting partnerships with outside agencies. Students are also able to develop job experiences on-campus while working at the student-run Hounds Grounds Coffee Shop which is open to the school community.

3d. ELLs, if a special program or intervention is offered

The English Language Development (ELD) Program supports English learners who demonstrate the need for English language instruction. Our English Language Development Specialists help English learners meet the academic achievement standards expected of all students, support students and their families as they develop connections to our community, and promote parent engagement in the child's learning within the school community. We believe that learning English is a social process that develops as a result of meaningful and motivated interaction with others. We help English learners develop language skills while they learn academic content and make connections with their peers by participating in extracurricular activities.

Our content-area teachers and ELD Specialists address the needs of English language learners through a collaborative instructional model that includes evidence-based decision-making, multiple assessments to monitor progress, and reflection and feedback to improve student learning. EL instruction at Clayton High School is a hybrid of direct instruction in English language acquisition along with academic English for learning in the content areas. Students may receive individual, small group and push-in support in content-area classrooms to reach content and language objectives, depending on their proficiency level in English. ELD Specialists collaborate with content area teachers by helping them modify assignments and adapt assessments appropriately. We also help teachers understand the language demands of learning activities and the scaffolds necessary to illustrate an English learners' understanding of their learning. We strive to help students become reflective learners and risk-takers within the classroom environment and we value the use of students' home languages as a way to transfer literacy skills into their new language. We also work closely with counselors and families to plan for college and career readiness.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

English learners in our District are a diverse group of students with different educational experiences, languages and social-emotional needs. As we have very low incidence of students from migrant families, the supports we provide are highly individualized depending on the family's experience with trauma, displacement, or interrupted or limited formal education. Students from migrant or refugee families are given a needs assessment with regard to acculturation and language, basic and social-emotional needs, as well as academic planning. We provide intensive language instruction and begin planning for college or career readiness. We ensure that migrant families become a part of our community by providing mentoring, language interpreters and access to appropriate community resources. We believe that all of our linguistically and culturally diverse learners are a unique asset of the District, enriching the experiences of all of our learners and educators. Enfolding migrant families into our community provides opportunities for all learners to develop empathy, understanding, cross-cultural communication and a more global view of the world.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students are key contributors to conversations about issues facing Clayton High School and their input is welcomed and valued. We trust students to make good decisions and the freedoms they enjoy are evidence of our trust. These factors are crucial to maintaining the positive school climate we have created at CHS.

The Principal's Advisory group is a group of students who meet monthly for breakfast with the principal to discuss issues facing CHS. The principal uses the forum to obtain feedback from students on any pending decisions and students use the forum to bring topics to the CHS administrative team. Any student is welcome to join the group but teachers are asked to identify students who they believe would represent under-acknowledged student groups in our community. Once identified, these students are then invited to participate by the principal.

This year we began a monthly series of student-led building-wide meetings called Clayton Conversations. The topics of the conversations are identified by a building-wide survey and the lesson plans for each session a developed by a volunteer committee of students and teachers.

Clayton High School has an "Open Campus" which means that students are free to come and go from school throughout the day. Each student's identification card also serves as a "key" for the exterior doors during school hours. If a student has a free period or a lunch period they are welcome to leave campus.

All of our journalism publications (newspaper, yearbook, video) are governed by a Board of Education approved policy preventing any prior review or censorship by the school administration. All publication decisions are made by student editorial boards that are organized and run by student leaders with the help of a faculty mentor.

Each year, a high school junior is selected to serve as a representative on the Board of Education. This student serves as a powerful student voice in District decision making.

Students also provide feedback in the teacher evaluation process at CHS through client surveys that are administered at the conclusion of each course. This survey data is compiled, shared with the teacher, and then used for goal setting during the evaluation process.

These opportunities for input and the freedoms entrusted to students help deepen the relationships and the connections they have with CHS because they send a message that we trust students to make good decisions and we value each of them as an individual.

While we strive for academic excellence, we also believe that all students need to be well rounded and participate in activities outside the classroom. We offer 27 varsity sports and three club sports. CHS has a long standing participation policy that guarantees a spot on a non-varsity team regardless of experience or ability as long as students meet team expectations. As a result, approximately 80% of students participate in athletics during their high school career.

We also offer over 75 clubs that provide opportunities for students to connect with classmates around a particular topic or interest. These interests include leadership opportunities, academic competitions, community service, special interest, and affinity groups. More than 90% of our students participate in at least one club during their time at CHS.

2. Engaging Families and Community:

Parents and community partners are instrumental to the success of the Clayton High School (CHS) community. Whether they are providing input to improve the school environment or support to enhance it, we are fortunate to serve a community so vested in their schools.

CHS values parent input in the teaching and learning process. The principal hosts monthly PTO meetings (evenings) and parent coffees (mornings) to discuss issues facing CHS and to provide an open forum for any parent who chooses to attend. Parents serve important roles in building and District committees and they have Co-Chaired our District Visioning and Strategic Planning work. Parents complete surveys for administrators and each of their students' teachers which are used by our staff for reflection and goal setting.

Parents are kept informed of student progress though our student information system, Powerschool, where they have real time access to grades and information. Our grade level teams (academic) and Care Team (mental wellness/physical health) partner with parents on an individual basis to problem solve in support of students. Parent Teacher Conferences are a key strategy for furthering our relationships with parents. Over 90% of our teachers fill all of their available time slots during parent conferences.

CHS also capitalizes on our community partnerships for the benefit of students. We established the "All In Clayton Coalition," a group of business leaders, government leaders, students, clergy and school personnel with the expressed purpose of educating and preventing adolescent substance abuse. Our Catalyst program is an entrepreneurial program that connects students with mentors in the local business community. These connections frequently lead to internships and research opportunities for students. The Clayton Education Foundation serves an important role as a liaison between the high school and our alumni and local business community. Through their fundraising efforts they provide grants to teachers to promote innovative ideas. They also serve as a tremendous resource for students who are seeking research and internship opportunities.

Our Parent Teacher Organization (PTO) partners with the school on numerous events throughout the year. They sponsor the annual CHS Open house and events for the parents of each grade level through their Parent Connection committees. They welcome and provide volunteer "mentors" to new families to help them build connections. The PTO sponsors some of our largest student and family events in addition to being active in academic endeavours as well. Each year they raise over $20,000 to promote innovation in the classroom and help students in need. They have been particularly supportive of efforts to fund ACT/SAT preparation courses and pay for the cost of AP exams for students needing assistance.

3. Creating Professional Culture:

A tenet of our culture is teacher autonomy that maximizes creativity, skill, and innovation along with a healthy compulsion for collaboration to maximize learning for all of our students. The same growth mindset we instill in our students is a standard we hold of ourselves relentless focusing on continued improvement. This is reflected in our teacher evaluation system that is based upon four beliefs: (1) Evaluations are focused on individual (or collaborative) teacher growth and reflection. (2) Evaluations are based on trust, continued learning, collaboration, and feedback. (3) Evaluations include multiple measures, choice, clear systems, and ongoing support. (4) Quality instruction improves student growth.

Our professional learning leadership emerges from a committee chaired by teacher-leaders. Membership includes teachers from all academic areas, technology, counseling, and building administrators. Our School Improvement goals are produced from analysis of stakeholder surveys and student achievement data. The Professional Development Committee uses the same data to guide learning design. Each formal professional learning session, which is a combination of two-hour early release and full-day sessions, is evaluated with surveys. The results are used for targeted support and responsive development of future learning. Throughout the year, the committee monitors and measures progress on school goals through the administration of staff surveys and blast walkthroughs. These walkthroughs give us a glimpse into classrooms to see if professional learning is becoming internalized into practice, further informing our goals.

Embedded "on-time" professional learning occurs constantly and during scheduled common planning time for teachers of common courses. Teachers of singleton classes engage in digital learning networks. Teachers grow through formal and informal coaching by Department Chairs, Learning Center Director, Instructional Coach, Mentors, and Administrators who receive training grounded in Cognitive Coaching.

Individual teacher-directed professional learning occurs in many forms. Book and strategy studies emerge from building committees. A current example is a cohort of teachers, administrators, and counselors studying Grading for Equity by Joe Feldman to form recommendations to revise building-wide grading policies. Nearly one third of teachers have applied and participated in Lab Classroom, a program that promotes and sustains teacher leaders by developing expertise through job-embedded professional development within the classroom setting. After two years, all full-time teaching staff are eligible for Master's Degree or post-Master's Degree Coursework, and National Board Certification tuition support up to $1,000 per year. The same eligibility applies for teachers to access Professional Incentive funds that may be used for such expenses as state and national conference attendance, purchase of professional books, subscriptions, and memberships. Additionally, eligible staff can apply for Professional Learning Grants intended to support the professional growth of teachers with the expectation that such professional development will impact student learning and achievement.

The strength of our learning community is due in large part to the caliber of our teachers. In the numerous actionable ways shared above, we create, maintain, and modify opportunities for our teachers to continually improve.

4. School Leadership:

Clayton High School is dedicated to maintaining a culture of distributed leadership that embraces individual strengths and promotes a growth mindset. The administrative structure of CHS consists of the principal, two assistant principals, an instructional coach (teacher), director of counseling, director of learning supports (teacher), the professional learning director (teacher) and the department heads of each discipline.

Each department head is entrusted to work with their respective departments to identify curricular priorities, and budget priorities and conduct formative evaluations of colleagues. These leaders also serve on the Building Leadership Council, which meets once a month to discuss school business, set priorities and provide feedback to the administrative team. Department heads work closely with the building principal throughout the hiring process and the evaluation of department members. They are also responsible for the day-to-day oversight of common department planning time, which is structured into course alike groups. Once a month the department head meets with the principal to check in and discuss departmental progress toward building goals. This structure is particularly important toward our work to reduce barriers to underrepresented student populations in our Honors and AP courses, as the obstacles varied significantly between departments.

Clayton High School maintains a focus on embracing the individual strengths of team members. At the classroom level, we have common standards and common expectations for all courses but we recognize that different teachers have different strengths. We embrace this as we encourage teachers to personalize their instruction within a common set of expectations. This approach benefits students by creating personalized learning environments within the context of a common skill set. Within the administrative team, tasks are assigned collectively with special attention to the strengths and interests of team members to capitalize on the talents of the group. Professional learning is organized and planned by teams of teachers and administrators as we recognize teachers have the best perspective on the needs of their classroom and want to capitalize on their expertise.

All members of the faculty and administrative team are expected to have a growth mindset and embrace their role as a learner. We recognize that every teacher and administrator has areas for growth. All staff members are expected to take an active role in their own professional learning by setting annual personal goals. Administrators act as "lead learners" in the building and they model this responsibility by participating in professional learning activities when they are not leading them. This focus on continuous growth makes CHS better and serves as a powerful model for our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Introduced in the 1961-1962 school year, the Conferenced Writing Program (CWP) at Clayton High School is a hallmark of the school's college preparatory education. This program is designed to ensure individual attention to each student's writing through one-on-one discussions between teacher and student. Students draft their compositions and then discuss their work with English teachers in 20-30 minute conferences. Students use the guidance they receive in these conferences to revise their compositions. Perhaps the best accolades for the CWP come from CHS graduates who consistently report being better prepared to handle the writing demands of college coursework than most of their peers.

Students participate in writing conferences throughout their four years of English classes. A CHS student will have engaged in 40 individualized conferences by the time they graduate. For some students, a conference may mean focusing on basic organization, but for other students, it may mean experimenting with sentence structure and developing voice. The beauty of the CWP lies in the way in which it adapts to each student's needs.

Students participate in writing conferences by bringing their own questions to the discussion. Teachers use the student's participation to adapt their own feedback to meet not only the assignment goals but also the teacher's and the student's specific goals. In this way, conferences are a collaboration as well as a teaching tool.

The program is flexible enough that teachers can apply it to different steps of the writing process. Teachers may use conferences to help students outline ideas and explore different organizational structures, to examine an essay draft, or to reflect and set goals following a revision. Ultimately, the CWP encourages students to become writers who understand and value the process of writing while allowing teachers to become writing coaches--and sometimes partners.

Through the frequent one-on-one meetings, teachers develop individual relationships with students, which, of course, improves the writing partnership, but also transfers to building community within the classroom. Teachers understand better how to relate to students they know personally, and the students relate better to their teachers.

The benefits of the CWP extend elsewhere. The newspaper and yearbook consistently earn awards for students' writing, and the broadcast students earn recognition for video storytelling. The success of the speech and debate team depends on students' ability to write cases, speeches, and adapt literature. Even our student activists use what they learn in conferences to help write speeches they deliver for crowds and cameras. No matter where you look at Clayton High School, you will see the impact of the Conferenced Writing Program.