



Clifford Crone Middle School



Re-designation - 2016

Clifford Crone Middle School • Indian Prairie School District
204 • DuPage County • Mrs. Melissa Couch, Principal •
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2016 School Statistics

(Sources: 2015 AYP Report)

Community: Suburban/population 28,283

Enrollment: 1,005

Grade Levels: 6-8

School Schedule: Grade level Differentiated Bell Schedule

Student Demographics

5.9%	Hispanic
64.8%	White
2.5%	African American
23.7	Asian
2.9%	Two or more
.022%	Free/Reduced Lunch
0.04%	English Learners

(Visit:)

<https://www.illinoisreportcard.com/School.aspx?source=profile&Schoolid=136222640261004>

School Characteristics and Replicable Practices

Academic Excellence

- All staff members including Core and Encore teachers have been engaged in the implementation of the Common Core Standards and are incorporating Next Generation Science standards.
- 1:1 ChromeBook use is infused into instruction to further promote student engaged learning.
- Incorporation of 21st Century learning skills build teacher capacity and stretch their instruction
- Our school day and our academic teams are structured in an effort to have relationships built with students as well as families.
- The level of rigor Crone maintains is evident in our continual high performance on an array of assessments and benchmarks.
- Staff uses (PLC) Professional Learning time every Wednesday morning to utilize data to help drive curricular decisions as well as collaborate across content area.
- Through our instructional leadership team, we are working on a differentiated instruction book study. This is a systematic way to impact instruction while enhancing our own, embedded professional development.
- Staff members are encouraged to visit colleagues' classrooms and reflect with one another to enhance understanding and application of excellent instruction and differentiation within the classroom.
- Crone has a strong fine-arts program, with more than half our students experiencing the value of involvement in the fine arts.
- Professional development opportunities are differentiated based upon the staff and student need; administration is very open to staff ideas regarding embedded professional development. We have many experts on staff, and we value this internal resource.
- New staff members are provided a team leader as well as a content "mentor" each year.
- Student Services meets with teams on a weekly basis to ensure teams feel valued and heard. This is a time in which counselors and administrators collaborate with all teachers, regarding individual needs of students.

Developmental Responsiveness

- Crone is organized into separate learning communities promoting the “school within a school” model; counselors loop with the student groups from 6th through 8th grade.
- Each grade level and team orchestrates ways to incorporate positive reinforcement into virtually every child’s educational experience. We also have several effective school wide incentive plans, through PBIS.
- We often tap into the power of the student voice - with students leading many efforts at Crone. This year, we have 8th grade PAWs (Panthers at Work) leaders. These students attend various orientations and meetings to help lead peers and younger students. We have a very energetic and dedicated PDAC (Parent Diversity Advisory Council) student group; these students plan diversity-centered events while they cultivate their own leadership style.
- Crone hosts a diverse array of extracurricular opportunities to address academic, social, and emotional components.
- Most Thursdays, we invite Watch D.O.G.S. (Dads of Great Students) to Crone, thereby demonstrating support and meaningful involvement for all parents within the school.
- Students have a many options to participate in 9-week, 18-week or full-year Encore programs to explore and expand upon interests, including fine arts, family and consumer science, project lead the way, visual arts, and foreign languages.
- Crone offers many opportunities for student interventions - in a variety of areas: math, language arts, reading, and social emotional needs. Our student services team uses a student-focused lens to provide or create interventions, as student need arises.
- The school utilizes both reading and math interventions within and outside of the classroom to provide support to all students.
- Teachers engage in yearly articulation on every student within the school as they make the transition to the next grade level.

Social Equity

- All students have the opportunity to access before and after school programs such as after school academic assistance, fine arts (band and chorus) and clubs that are created based upon student interest and need. Throughout the past few years, we have organized many clubs as a result of student request - such as role-playing game club and chess club.
- We continue to demonstrate a ratio of 5:1 for positive acknowledgments to negative referrals; these include positive referrals, crone champions (breakfast with families, celebrating excellent character/choices/improvement), and grade level awards.
- Part of Crone programming is full inclusion of all students with disabilities.
- Individual needs of students are met through differentiation; equal opportunities are provided for all students to develop understanding and academic growth.
- Technology advancements as well as our 1:1 initiative has helped us to differentiate our teaching and meet learning interests and demands of our students.
- Our Illinois Youth survey data supported that over 90% of our students have at least one adult that they trust in our school.
- We are deeply involved with our district PDAC goals. We work with a parent liaison who has helped us focus

on the diverse student needs at Crone. Last year, we hosted a World Cafe, where students were invited to share their stories - stories of themselves - thus contributing to the diversity of Crone and allowing students to showcase their unique voices. We will be hosting a similar event this spring. This year, we have also implemented a parent/faculty book study. Our first text is Tim Wise's *Dear White America*. We look forward to engaging with faculty and parents, focusing on our diverse perspectives.

- We value our Watch D.O.G.S program, which invites fathers to spend the day in classes with their students.
- Crone is involved with site-based daytime and evening events including STEM Night, Family Literacy Night, Social Science Night, career fairs, character development programs, drug awareness events, science fair, author visits, and reading programs.
- Crone is an extremely literacy-rich building, often engaging in multiple literary events each month. We have a yearly One Book, One School, equipped with an author visit and many reading-relevant events.
- We host a bi-annual girls' event, called Powerful, Outstanding Women. Our school psychologist takes the lead with this impactful endeavour. We host over 300 young ladies; they bring their moms or significant females in their lives. The day is full of guest speakers, literary events, and many sessions focused on the unique social/emotional needs of the adolescent.
- Father/Son event - We hosted our first Father/Son event that took place in the spring of 2016. This event brought fathers and sons together for dinner, fishing, dodgeball, and knockerball. Over 400 people attended this event.

Organizational Support

- Crone maintains a shared vision and high expectations focused on the measurable outcomes of our students and professional selves.
- Committee groups/meetings include our Team Leaders, PBIS, Technology Committee, Faculty Council, IIRC Leadership, PLC Groups, grade level meetings and weekly staff meetings.
- We devote 200+ minutes monthly to meet as Professional Learning Communities.
- Our staff encourages peer observation and reflection.
- All staff members are engaged in the collaborative discussion regarding school programs through the Building Leadership Team and grade level meetings; staff members are engaged in daily team planning.
- Each team communicates with the administration utilizing the Problem Solving Model to address students informally or formally through the Rtl process.
- Parent, student and staff surveys identify strengths/areas for improvement to set and support our goals.
- We explore data on a regular basis and use it to consistently evaluate our performance as teachers and school personnel.