



2012-2014 Continuous Improvement Work Plan

Mark Skinner Elementary School

Fulton Elementary Network

1260 W Adams St Chicago, IL 60607

ISBE ID: 150162990252458

School ID: 610177

Oracle ID: 29281



Mission Statement

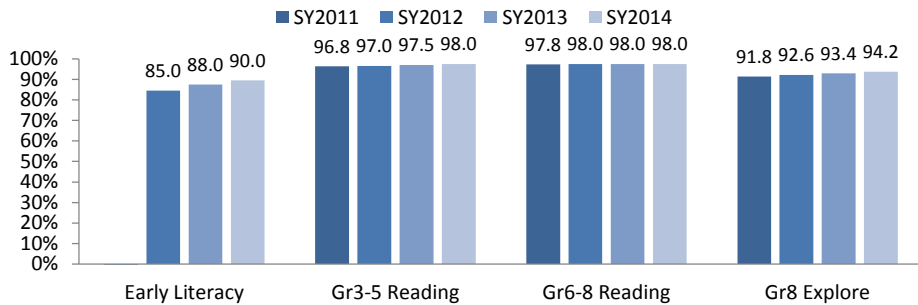
Our mission is to: 1. To provide quality education for all students in all subjects areas. 2. To assess our educational programs annually in order to ensure that students are prepared for the next level of academic achievement. 3. To utilize all available resources to achieve these goals through effective management, quality professional development, parental involvement , and community partnerships.

Strategic Priorities

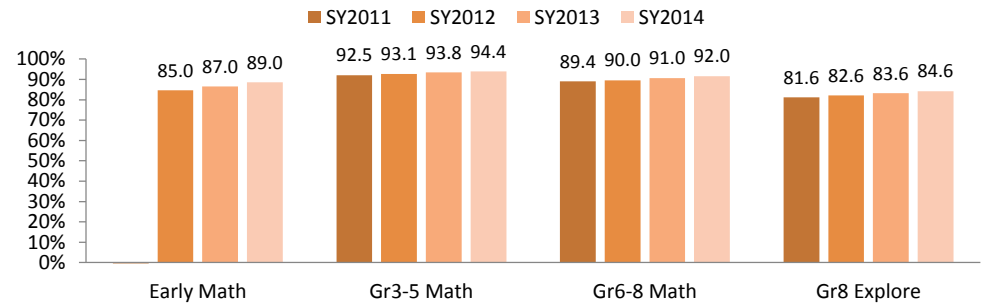
1. Improve the instructional program in reading based on Common Core Standards to raise student achievement for all students and maximize learning experiences.
2. Improve the instructional program in math based on Common Core Standards to raise student achievement for all students and maximize learning experiences.
3. Improve the instructional program in wrting and technology based on Common Core Standards.
4. Improve the instructional program in science to raise student achievement and maximize learning experiences.
5. Implement a schoolwide social and emotional learning program based on Illinois Learning Standards to address the needs of the whole child.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

| School Name | |
|---|--------------------------------|
| To get started, please select your school's name from the drop down list: | Mark Skinner Elementary School |

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

| CIWP Team | |
|---|---------------------|
| Name (Print) | Title/Relationship |
| Candice Growe,Beth Wardanian,Jenna Fisher,Jeffrey Merkin,Amy Sittner,Beth O'Connor,Sarah Staral | Classroom Teacher |
| Stacey Ellis,Megan Rupp,Ashley Howlett,Jennifer Christiansen,Melissa Beaudry,Chansorith Chau | Classroom Teacher |
| Desmond Cox,Julie Carlson,Kevin Lewandowski,Yamini Ramakrishnan,Hyacinth Cabael | Classroom Teacher |
| Halyna Sendoun,Laura Sethi,Conor Fitzsimmons,Cheryl Pope,Vickie Mellos,Elijah Epps,Kelly Rantfl | Classroom Teacher |
| Jackie Bovit,Mary Lisa Maatouk,Jean Kong,Teresa Luna,Stephanie Newmark,Shannon O'Brien | Classroom Teacher |
| Maria Hernandez,Alejandro Alvizuri,Erika Stevens,Kori Milroy,Joy Westendorf,Ryan Johnson | Classroom Teacher |
| Donna McSpadden,Ramel Werner,Sheila Howard | LSC Member |
| Nellie Strong,Noelene Cortes-Caston,Kathryn Ash, Armando Chacon, Michael Halleron | LSC Member |
| Michael McMurray, Seamus Glynn, Gaute Grindheim | LSC Member |
| Tracey Canty-Robinson | Assistant Principal |
| Deborah M Clark | Principal |
| | |



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|--|--------------|-------------|-------------|-------------|---|-------------|-------------|-------------|------|
| Early Literacy % of students at Benchmark on DIBELS, IDEL | NDA | 85.0 | 88.0 | 90.0 | Early Math % of students at Benchmark on mClass | NDA | 85.0 | 87.0 | 89.0 |
| 3rd - 5th Grade | | | | | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 96.8 | 97.0 | 97.5 | 98.0 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 59.1 | 61.0 | 63.0 | 65.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 61.5 | 63.5 | 65.0 | 67.0 | 6th - 8th Grade | | | | |
| Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA | 97.8 | 98.0 | 98.0 | 98.0 | Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA | 89.4 | 90.0 | 91.0 | 92.0 |
| Keeping Pace - Reading % of students making growth targets on Scantron/NWEA | 56.8 | 58.8 | 60.8 | 62.8 | Keeping Pace - Math % of students making growth targets on Scantron/NWEA | 56.5 | 58.5 | 60.5 | 62.5 |
| 8th Grade | | | | | Explore - Math % of students at college readiness benchmark | | | | |
| Explore - Reading % of students at college readiness benchmark | 91.8 | 92.6 | 93.4 | 94.2 | | | | | |



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Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------|-------------|-------------|-------------|---|--------|-------------|-------------|-------------|
| Attendance Rate Average daily attendance rate | 97.1 | 97.0 | 97.0 | 97.0 | | | | | |
| | | | | | Misconducts Rate of Misconducts (any) per 100 | 0.0 | 0.5 | 0.5 | 0.5 |

State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|--------------|-------------|-------------|-------------|--|--|--------------|-------------|-------------|-------------|
| ISAT - Reading % of students meeting or exceeding state standards | 99.2 | 99.2 | 96.0 | 95.0 | | ISAT - Reading % of students exceeding state standards | 73.0 | 75.0 | 77.0 | 79.0 |
| ISAT - Mathematics % of students meeting or exceeding state standards | 99.7 | 99.0 | 96.0 | 95.0 | | ISAT - Mathematics % of students exceeding state standards | 77.2 | 79.0 | 81.0 | 83.0 |
| ISAT - Science % of students meeting or exceeding state standards | 98.5 | 98.5 | 98.5 | 95.0 | | ISAT - Science % of students exceeding state standards | 53.4 | 55.0 | 57.0 | 59.0 |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|---|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 4 |
| | <ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. | <ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | <p>After a careful review of our school score card on ISAT , we have set realistic and measureable goals in reading , math, science and the Explore Tests. Even though 99% of our students meet standards in reading and 99% meet standards in math, it is our desire is to increase by two percentages points the number of students who exceed state standards in reading and math on the ISAT exams. We also expect to meet our growth targets on the NWEA assessments in reading and math and maintain growth targets for Dibels and mClass assessments.We have established clear and realistic goals and action steps to ensure student growth and success.</p> | |
| | Principal Leadership -----> | | | 4 |
| | <ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | <ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | <p>Our principal has been effective in providing professional development based on district and state mandates such as LRE, Common Core Standards, NWEA assessments, analyzing data, African American Curriculum, and reading and math extended response. Teachers are also encouraged to attend conferences based on their interests and subject area even though the school's budget is very limited.The principal also encourages teachers to learn from each other and do peer observations. She opens every faculty meeting with the school's vision and gives examples of what makes us a premier school and how we can model our practices for other schools.She shares information with teachers, LSC and school community on standardized test results and analysis and school wide SIPAAA goals. Parents are encouraged to attend our monthly School Improvement Committee meetings which are centered around the academic and social emotional needs of our students.The principal also communicates high expectations to students via classroom visits and review of grades and report cards each marking</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Teacher Leadership -----> | | | 4 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>It is the expectation that every teacher at Skinner serves on a committee or team to develop their leadership capacity and contribute to the professional life of the school. Teachers willingly participate on committees of their choice and interest. In addition to grade level teams, teachers also serve on RTI team, curriculum teams, SIPAAA/CIWP teams, School Improvement Committee, Communications, Union Reps, LSC reps, PPLC, and ILT. All teachers are encouraged to have a voice and give their input on professional development, school procedures, schedules, assemblies, after school and extracurricular activities, student expectations , teaching materials and the budget. Several teachers actively seek grants and serve as mentors to student teachers and new teachers. Our staff also tries to keep the camaraderie up with a strong, active Social Committee.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|------------------|----------|------------|
| <p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. | | | 3 |
| <ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | | | |
| <p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | | | 3 |
| <ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | | | |
| <p>Analyzing and reviewing data is a priority at Skinner. Teachers spend time reviewing ISAT,Stanford and NWEA data for overall individual student growth, classroom growth , setting student targets and planning for instruction. Teachers analyze growth and submit " Rate of Growth " sheets to the principal and maintain a data binder. We are learning how to use the test data to plan for instruction, differentiation, intervention and grouping students more effectively. Our walking math program for grades K-8th allows students to work in math groups based on their acheivement with flexibility for</p> | | | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 4 |
| | <ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <p>Each grade level team has developed long term curriculum plans for each marking period aligned to the Illinois Learning Standards. The Classical Program curriculum is designed one year above grade level in reading and math. The curriculum for the neighborhood magnet program is designed to push students who are ready for more acceleration and at the same time provide intervention and supports for students who may need additional practice and time on topics. Our instructional materials and textbooks are selected by teacher teams based on standards alignment, rigor, best practices and multicultural inclusions. Accommodations and modifications are implemented for students with disabilities in both the general ed and special ed settings. Grade level teams collaborate and plan projects and learning activities for students in language arts and social studies throughout the school year.</p> | |
| | Instructional materials -----> | | | 4 |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <p>Skinner has a rich collection of instructional materials at all grade levels. We have excellent classroom libraries, fairly current textbooks in math, reading, science and social studies. We are building classroom collections of leveled readers at, below and above grade level in our primary classrooms which supports all levels of learners including our few ELL students. Our teachers also use a wide range of supplementary materials to enrich, extend and reinforce the learning standards.</p> | |
| <p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p> | | | | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|---|--|------------|
| Assessment -----> | | | 3 |
| <ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. | <ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | <p>Each teacher maintains a data binder which contains results from ISAT,NWEA and Stanford Assessments. In addition, teachers use end of unit and chapter tests after each unit in reading , math and social studies. We give the Stanford Achievement Tests to our kindergarten-2nd graders to establish percentile scores before entering 3rd grade in preparation for the ISAT.We also assess kindergarten students entering our neighborhood program during the summer for grouping and information on their readiness for kindergarten. Teachers use a variety of methods to assess students through paper pencil, projects and performance. Accomodations are always provided for students as stipulated in their IEPs or 504 plans.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| <i>Instruction</i> -----> | | | 4 |
| <ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. | <ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | <p>Skinner is known and respected for its culture of rigorous instruction and high expectations for all students. Teachers consistently communicate the daily learning objectives and the connection of the learning to the real world. Directions and expectations are clear with models and examples as a part of the lessons. They use questioning techniques that tap into factual learning and higher order thinking . Students are engaged and are encouraged to ask questions and work in peer groups for understanding and project work. Teachers set high expectations and try to pace lessons to cover the full range of learning standards during the tight schedule for the school year. Teachers are always adjusting the instruction and pacing based on how well students do on their assessments.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|--|------------|
| | -----> | | | 3 |
| | Intervention | | | |
| | <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <p>This school year we were able to provide interventions in reading and math for our neighborhood kindergarten, first and second grade classes with pull-out and push in support provided by special teachers. We would like to also provide support to students in the Classical Program for reading and math. We are looking forward to the longer school day to provide a weekly intervention/ acceleration period for all of our Superstars.</p> | |
| Professional Learning | -----> | | | 3 |
| | Whole staff professional development | | | |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <p>Our recent professional development has reflected state, district and Skinner priorities such as Corey H Mandates, Common Core Standards, writing , reading and math extended response,data analysis ,NWEA &RIT bands, RTI, Skinner website expectations and using technology to enhance student learning. Teachers also attend conferences of their interests and are pursuing advanced degrees and National Board Certification. We are looking forward to more time in the longer school day to continue our job embedded professional development based on teachers' needs and district, network and school goals. Our ILT will work on a plan to evaluate the effectiveness of our focused professional development for next year.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---------------------|--|---|--|------------|
| DIMENSION 3: | Grade-level and/or course teams -----> | | | 4 |
| | <ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. | <ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. | <p>Our teachers meet during their before school preps and during their common planning time to collaborate on units, student projects, activities, data, assessments, pacing ,instructional materials , assemblies, multicultural celebrations, field trips etc. Our support teachers and case manager also meet with the grade level teams to discuss development and implementation of IEPs and 504 plans, RTI procedures and student progress and interventions. Our bilingual coordinator also meets with the teams to discuss assessment schedules and interventions.</p> | |
| | Instructional coaching -----> | | | 3 |
| | <ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. | <ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. | <p>New teachers are provided with a mentor or grade level team to provide orientation and professional support. Teachers support each other in grade level team, faculty meetings,common planning time and after school hours. Some do peer observations and enjoy giving feedback to each other . Teachers are very positive ,open minded and reflective when receiving feedback from peers or the administration.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|--|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 4 |
| | <ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | <ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice | <p>Students enter kindergarten with the expectation that they are going to college. Our 8th graders have their minds and hearts set on a selective enrollment high school to prepare them for a great college. The academic rigor of our instructional program combined with the high expectations from parents and teachers are best factors in assuring the success of our students.</p> | |
| | Relationships -----> | | | 4 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. | <p>The classroom teacher is the best advocate for individual students. All adults in the building are caring and supportive adults toward students academic, social and emotional growth. Teachers and students build positive, nurturing relationships respectful of a student's culture, language and race. Students with disabilities are embraced and included with their non-disabled peers as stipulated in their IEPs which usually includes ancillary classes, field trips, core classroom instruction and extra curricular activities. Students like to help their teachers and participate in all aspects of the school.</p> | |
| Behavior & Safety -----> | | | 4 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <p>Our school is highly regarded as a safe, nurturing and positive learning environment for all students. Teachers establish classroom expectations, rewards and incentives for good behavior and fair consistent consequences for disruptive behavior. Our schoolwide approach to discipline includes behavior notices to parents (yellow slips), lunch reflection, Olweus Bullying Prevention Program and adherence to CPS Student Code of Conduct. We have fewer than 10 out of school suspensions each year. We also reward good behavior schoolwide through our "Caught You Doing Something Good"</p> | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|---|--|--|---|------------|
| DIMENSION 5: Family and Community Engagement | Expectations -----> | | | 4 |
| | <ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. | <ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | <p>Our teachers provide clear expectations to parents at the beginning of the school year through their long range curriculum plans ,open house meetings, parent conferences and use of their webpages on the Skinner website. Our teachers provide rubrics for writing and project based assignments. Our teachers communicate homework, grading policies, behavior expectations and class events and activities on a weekly basis to parents. Our school handbook serves as an additional guide for parents on school policies and expectations. The principal provides informational meetings for parents on Academic Center and selective enrollment high school procedures. We also utilize resources from Central Office to share information with parents.We host Open House for new parents in the Spring, summer orientation for new students and summer</p> | |
| | Ongoing communication -----> | | | 4 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child’s learning at home, but also so that school staff can learn from the families about their child’s strengths and needs. | <p>We are proud to boast of our active and productive Communications Committee . The committee has completely revamped our Skinner website to make it more user friendly and current. The committee is also instrumental in getting our weekly electronic newsletter to parents. In our last communications committee survey to parents , over 89% were very pleased with our school's level of communication from the main office and from teachers who are</p> | |
| Bonding -----> | | | 4 | |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <p>Skinner is an active and busy school with lots of activities to bring parents into the school. On the recent survey conducted by our school Communications Committee parents feel welcomed in the school and are encouraged to attend all activities- assemblies, class events, science and history fairs, open house, family fun nights sponsored by our PTO, LSC committee meetings, athletic events,field trips, parent conferences, high school fairs, after school program activities. Over 250 parents walk into the building each evening to pick up their children from our after school programs --Stars Program and Skinner Park Program.</p> | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|--|------------|
| N 6: College and Career Readiness Supports | Specialized support -----> | | | 3 |
| | <ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. | <ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Over the past six years, Skinner has worked diligently to meet the state mandates for serving children with special needs in the least restrictive environment - LRE . The staff has gone through extensive professional development on developing good IEPs, collaboration,accomodations and modifications, and inclusion under the watchful eye of state monitors. Our case manager and social | |
| | College & Career Exploration and election -----> | | | 3 |
| | <ul style="list-style-type: none"> Information about college or career choices is provided. | <ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | As an elementary school we place a great deal of emphasis on getting into a selective enrollment high school and ultimately a great college. Upper grade field trips include trips to colleges and universities and law firms and businesses. Discussions of daily academic performance is regularly tied to success in high school and | |
| Academic Planning -----> | | | 4 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Our rigorous , accelerated curriculum provides academic instruction one year above grade level. Students begin to share as early as kindergarten what they want to be when they grow up ! Our teachers embed high school, college and career preparation throughout their instruction in reading, writing, math, science and technology. Every eighth grader is eligible to take our algebra class for high school credit so that they can place into higher levels of math in high school. Our Student Council activities include a college spirit day to enhance awareness of colleges. | | |
| Enrichment & Extracurricular Engagement -----> | | | 4 | |
| <ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | <ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | Skinner offers a wide range of extra curricular activities for students in all grade levels. Our activities include CPS sports-basketball, volleyball, touch football, track, tennis and golf. Other activities are instrumental music,chess, Mad Science, ballet and hi-hop, martial | | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|---------------------------|---|---|---|------------|
| DIMENSIO | College & Career Assessments -----> | | | 4 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | <p>Our eighth grade students surpass CPS expectations on the Explore Test. We also host after school classes at Skinner paid for by parents for test preparation practice for success on selective enrollment entrance exams and ISAT assessments.</p> | |
| | College & Career Admissions and Affordability -----> | | | 3 |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options, costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | <p>Although our students are not yet old enough to enter college, many of our parents are aware of the cost of college and are making plans to save early and acquire information on financial assistance and scholarships through private grants.</p> | |
| Transitions -----> | | | 3 | |
| | <ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. | <ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | <p>Our teachers are continuously preparing students for the next grade throughout the school year. Some teachers have the outgoing class write a letter to the incoming class informing the new students of what to expect in the next grade level. We make sure that our parents receive information about high school fairs, open houses and shadow days for our eighth graders. The CPS Promotion policy is presented to 3rd, 6th and 8th grade parents at the beginning of the school year.</p> | |

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | 4 |
| | <ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | <p>Our limited discretionary funds are aligned to our operational needs and academic priorities. Our operational needs include leases and maintenance for computers and copiers, before and after school supervision of students, consultant for managing our internal accounts , the purchase of operational and instructional supplies, parent worker for kindergarten support, textbooks, supplies and limited professional development. We are fortunate to have partnerships with CNA Insurance, Blue Cross Blue Shield,Target ,Roosevelt and DePaul Universities and Chicago Communities in Schools.</p> | |
| | Building a Team -----> | | | 4 |
| | <ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. | <ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. | <p>Skinner is fortunate to host five to seven student teachers each semester from Roosevelt, DePaul and National-Louis Universities , thereby creating a pool of well qualified and excellent potential teacher candidates. Our hiring or teacher selection protocol includes: review of resumes, candidate interviews with the administration, demonstration lessons, follow-up interviews with the principal, reference checks, interviews with the Local School Council and if necessary, when the selection is close between two candidates,then a final interview is conducted with grade level teacher teams.We also attend job fairs sponsored by CPS Department of Human Resources when they are offered.</p> | |
| Use of Time -----> | | | 4 | |
| | <ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. | <p>Our student schedules are filled with reading, math, science, social studies, music, art , physical education, foreign language and library.This year we are able to provide resource support , structured intervention and small group instruction periods for students in our neighborhood program.We are looking forward to implementing the longer school day schedule so that we can have dedicated blocks for both intervention and acceleration for all students. Our teachers meet for collaboration during morning preps and common planning periods during the day.</p> | |

Date Stamp November 22, 2012



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is to: 1. To provide quality education for all students in all subjects areas. 2. To assess our educational programs annually in order to ensure that students are prepared for the next level of academic achievement. 3. To utilize all available resources to achieve these goals through effective management, quality professional development, parental involvement , and community partnerships.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|--|--|
| 1 | Improve the instructional program in reading based on Common Core Standards to raise student achievement for all students and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on the ISAT exams in reading and meet the established growth targets on NWEA , Dibels and Stanford Achievement for primary grades. |
| 2 | Improve the instructional program in math based on Common Core Standards to raise student achievement for all students and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on the ISAT exams in math and meet our established growth targets on NWEA and mClass Math and Stanford Achievement for primary grades. |
| 3 | Improve the instructional program in wrting and technology based on Common Core Standards. | We want to ensure that our students are excellent writers and can integrate technology with writing as outlined in the Common Core Standards. |
| 4 | Improve the instructional program in science to raise student achievement and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on ISAT exams and meet growth targets on NWEA. |
| 5 | Implement a schoolwide social and emotional learning program based on Illinois Learning Standards to address the needs of the whole child. | Our school counselor and teachers will implement positive social and emotional learning programs to meet individual and group needs and enhance the school climate and culture with necessary supports. |



Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|--|---|
| Improve the instructional program in reading based on Common Core Standards to raise student achievement for all students and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on the ISAT exams in reading and meet the established growth targets on NWEA, DIBELS and Stanford Achievement for primary grades. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|---------------------|--------------------------|-------------|-----------|--------|-----------------------|
| Grade level teams will conduct an inventory of existing texts aligned to Common Core Standards and add higher level non-fiction texts and magazines where needed | ILT/ Teacher Teams | All | Teacher Teams | Quarter 1 | Quarter 3 | | |
| Implement the Junior Great Books Program at all grade levels through purchasing materials, appropriate scheduling and professional development | Instructional Materials | All | Teachers, Administration | Quarter 2 | Quarter 3 | | |
| Provide interventions based on NWEA RIT bands and other assessment data via small group and differentiated instruction | Instruction | All | Teachers | Quarter 2 | On-going | | |
| Use diagnostic assessments to determine strengths and weaknesses in reading where needed | Instructional Materials | All | Teachers | On-going | On-going | | |
| Implement the Scholastic Counts Reading Program | Instruction | All | Teachers, Administration | Quarter 1 | On-going | | |
| Explore a site license for a computer based reading program with access from home | Instructional Materials | All | ILT | Quarter 2 | Quarter 3 | | |
| Purchase leveled readers for grades 1-5 where needed | Instructional Materials | Other student group | Principal | Summer 2012 | Quarter 1 | | |
| Schoolwide recognition for students who meet "books read" goals | Supplies | All | Teachers | Quarter 4 | Quarter 4 | | |
| Purchase SRA kits for 6th, 7th and 8th grades | Instructional Materials | Other student group | Principal | Summer 2012 | Quarter 1 | | |
| Teachers will review ISAT and NWEA data to target students who are close to exceeds category. | ILT/ Teacher Teams | All | Teachers | Quarter 1 | Quarter 2 | | |



Strategic Priority 1

| | | | | | | | |
|--|---------------------------|----------------------------|-------------------------|-------------|-------------|--|--|
| Set year long professional development goals for reading and Common Core Standards | Professional Development | Not Applicable | Teachers,Administration | Summer 2012 | Quarter 1 | | |
| Teachers will monitor and maintain records of unit assessments and include data in progress folder | Instruction | All | Teachers | On-going | On-going | | |
| Share Lexile reading levels with students and parents to guide selection of appropriate reading materials | Parental Involvement | All | Teachers | Quarter 2 | Quarter 2 | | |
| Explore using additional staff to create smaller groups for Junior Great Books Program | Staffing | All | Principal | Quarter 1 | Quarter 2 | | |
| Continue using Unique Learning site license for students with autism | Instructional Materials | Students With Disabilities | Teachers | Quarter 1 | On-going | | |
| Explore offering reading support for neighborhood students who may need it for maintenance of skills over the summer | After School/Extended Day | Other student group | Principal | Summer 2012 | Summer 2012 | | |
| Monitor student participation in Study Island | ILT/ Teacher Teams | All | Teacher Teams | Quarter 2 | Quarter 4 | | |
| Implement Common Core Reading standards at all grade levels | ILT/ Teacher Teams | All | Teachers | Quarter 1 | On-going | | |
| Maintain reading skills over the summer with suggested resources for parents | Parental Involvement | All | Teachers | Summer 2012 | Quarter 1 | | |
| Provide interactive whiteboards for more engaged instruction for students who need them | Equipment/Technology | All | LSC & Friends of SW | On-going | On-going | | |
| Provide resource teacher for intervention and support -RTI | Staffing | Other student group | Principal | Quarter 1 | On-going | | |
| Provide additional support and guidance to parents of students who are struggling in reading | Parental Involvement | Other student group | Teachers,Principal | Quarter 2 | On-going | | |
| Purchase laptops to support reading,writing and assessment activities within each classroom | Instructional Materials | All | Principal | Quarter 1 | Quarter 2 | | |
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Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|---|--|
| Improve the instructional program in math based on Common Core Standards to raise student achievement for all students and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on the ISAT exams in math and meet our established growth targets on NWEA and mClass Math and Stanford Achievement for primary grades. |

Action Plan

Monitoring

| Contin | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|----------------------------|---------------------|-------------------------|-------------|-------------|--------|-----------------------|
| Implement Common Core Standards in math for all grade levels | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Provide math manipulatives at needed grade levels | Instructional Materials | All | Teachers | Quarter 2 | Quarter 4 | | |
| Provide daily "drill and kill" practice and assessments for grades k-5 | Instructional Materials | Other student group | Teachers | Quarter 1 | On-going | | |
| Implement schedule for weekly math intervention and acceleration periods | ILT/ Teacher Teams | All | Teachers | Quarter 1 | On-going | | |
| Continue IXL math site license | Instructional Materials | All | Principal | On-going | On-going | | |
| Maintain math skills over the summer with suggested workbooks for parents | After School/ Extended Day | All | Teachers | Summer 2012 | Summer 2012 | | |
| Provide students entering neighborhood kindergarten classes with diagnostic assessments in the summer for grouping for instruction | Staffing | Other student group | Kdg Teachers | Summer 2012 | Summer 2012 | | |
| Continue walking math program in grades k-8th | Instruction | All | Teachers | Quarter 1 | Quarter 4 | | |
| Continue to offer algebra instruction for high school credit | Staffing | Other student group | Principal | Quarter 1 | On-going | | |
| Explore offering math support in the summer for neighborhood and Classical students who need it | After School/ Extended Day | Other student group | Teachers&Administration | Summer 2012 | Summer 2013 | | |
| Provide interactive whiteboards for more engaged instruction in classrooms that need them | Equipment/ Technology | All | LSC & Friends of SW | On-going | On-going | | |
| Provide a resource teacher for intervention and RTI support | Staffing | Other student group | Principal | Quarter 1 | On-going | | |



Strategic Priority 3

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Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|--|--|
| Improve the instructional program in science to raise student achievement and maximize learning experiences. | We would like to increase the percentage of students in the exceeds category by two percentage points on ISAT exams and meet growth targets on NWEA. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|-------------------------|---------------------|-----------------------------------|-------------|-----------|--------|-----------------------|
| Purchase science textbooks for Classical second grade classes | Instructional Materials | Other student group | Science Teacher | Summer 2012 | Quarter 1 | | |
| Purchase science manipulatives for neighborhood program grades k-3 | Instructional Materials | Other student group | Classroom Teachers | Quarter 1 | Quarter 2 | | |
| Purchase science textbooks for neighborhood third grade class | Instructional Materials | Other student group | Classroom Teachers | Summer 2012 | Quarter 1 | | |
| Purchase ISAT test prep materials in science where needed | Instructional Materials | Other student group | Science Teacher | Quarter 1 | Quarter 3 | | |
| Use data from NWEA MAP assessments in science to guide instructional planning | Instruction | Other student group | Science Teacher | Quarter 2 | Quarter 2 | | |
| Purchase informational texts in science for greater academic rigor with complex text | Instructional Materials | Other student group | Science Teacher | Quarter 2 | Quarter 3 | | |
| Continue science fair participation for 1st,3rd,5th,6th,7th,8th graders | ILT/ Teacher Teams | Other student group | All Teachers and Science Teachers | Quarter 2 | Quarter 4 | | |
| Provide a full set of IPADs for science lab K-5 | Equipment/ Technology | All | Principal, Science Teachers | Quarter 1 | Quarter 2 | | |
| Purchase more science lab materials for upper grade science program | Equipment/ Technology | Other student group | Upper grade science teacher | Quarter 1 | Quarter 3 | | |
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Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

| Strategic Priority Description | Rationale |
|--|---|
| Implement a schoolwide social and emotional learning program based on Illinois Learning Standards to address the needs of the whole child. | Our school counselor and teachers will implement positive social and emotional learning programs to meet individual and group needs and enhance the school climate and culture with necessary supports. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|--|--------------------------|---------------------|---|-------------|-------------|--------|-----------------------|
| Hire school counselor | Staffing | All | Principal | Summer 2012 | Summer 2012 | | |
| Set schedule for social emotional learning within each classroom by counselor | Instruction | All | Counselor | Summer 2012 | Summer 2012 | | |
| Review schoolwide programs suggested by CPS or others from school based research | Professional Development | All | Counselor,Assistant Principal ,Teachers | Quarter 1 | Quarter 2 | | |
| Plan small group interventions around social emotional needs and behaviors | Instruction | Other student group | Counselor | Quarter 1 | On-going | | |
| Recognize and reward good behavior and grades | Supplies | All | Teachers,Principal | On-going | On-going | | |
| Provide parent workshops on social and emotional needs of gifted students | Parental Involvement | All | Counselor,Assistant Principal | Quarter 2 | Quarter 1 | | |
| Continue Olweus Bullying Prevention Program | Instruction | All | Teachers,Principal | On-going | On-going | | |
| Provide refresher for teachers on Olweus Bullying Prevention Program | Professional Development | Not Applicable | Teachers,Principal | Quarter 1 | Quarter 1 | | |
| Provide special workshop for 7th grade parents on high school criteria and application process | Parental Involvement | Other student group | Teachers,Principal | Quarter 1 | Quarter 2 | | |
| Continue to provide High School Fair at Skinner for 7th and 8th graders | Other | Other student group | Teachers,Principal,Counselor | Quarter 2 | Quarter 3 | | |
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Strategic Priority 5

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