



2012-2014 Continuous Improvement Work Plan

Skinner North

Fullerton Elementary Network
640 W Scott St Chicago, IL 60610
ISBE ID: 150162990252959
School ID: 610534
Oracle ID: 22591



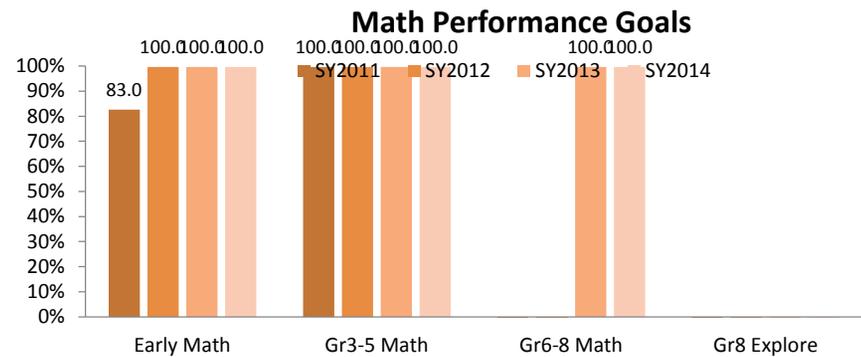
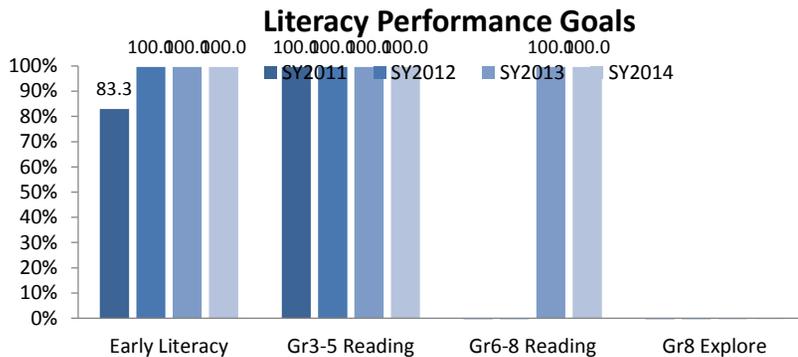
Mission Statement

The mission of Skinner North Classical School is to provide rigorous differentiated instruction to all students. With a focus on teaching the whole child in an academically advanced environment, we work to establish norms of highly successful and socially motivated individuals in a community that promotes collaboration, leadership, and celebrates the diversity of the students, families, and staff.

Strategic Priorities

- 1. The school will deliver high quality instruction that reflects the CCSS, the instructional framework, REACH, and district/school wide assessment data. School will also focus on adding rigor to the current Science instruction in anticipation CCSS standards to come.
2. Under the guidance of school leaders, teachers will work to continuously gain the skills they need to be well rounded educators and leaders.
3. Skinner North students, families, teachers, administrators, and community members will work to develop strong bonds centered around improving climate and culture.

School 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:	Skinner North

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
Ethan Netterstrom	Principal
Lauren Albani	Assistant Principal
Julie McHugh	Classroom Teacher
Jonathan Popowich	Other
Danielle Silverman	Special Education Faculty
Derrick Kimbrough	Classroom Teacher

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	83.3	100.0	100.0	100.0		Early Math % of students at Benchmark on mClass	83.0	100.0	100.0	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	100.0	100.0	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	74.1	80.0	85.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	76.0	80.0	85.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	100.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	NDA	100.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	85.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	NDA	85.0	90.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		Explore - Math % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.4	98.0	98.0	98.0	Misconducts Rate of Misconducts (any) per 100	0.0	1.0	1.0	1.0

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	100.0	100.0	100.0	100.0	ISAT - Reading % of students exceeding state standards	100.0	100.0	100.0	100.0
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0	ISAT - Mathematics % of students exceeding state standards	100.0	100.0	100.0	100.0
ISAT - Science % of students meeting or exceeding state standards	NDA	100.0	100.0	100.0	ISAT - Science % of students exceeding state standards	NDA	80.0	90.0	100.0

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 ----->			3
	<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. 	<ul style="list-style-type: none"> School has identified data driven goals for ISAT, TRC, DIBELS, and NWEA assessments that will establish a baseline for career and college readiness and added rigor to differentiated classroom instruction. School is also working towards developing goals for Common Core State Standards as protocol develops district-wide. School wide implementation of Response to Intervention behavioral procedures and protocols which include aspects of Responsive Classroom, aide in the instruction of social emotional and academic development of each student. Individualized teacher and school Theory of Action plans to promote continual growth as a professional and collaborative member of school community. Individual Theory of Action plans need follow up and review. 	
	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. 	<ul style="list-style-type: none"> Principal promotes an environment that provides the opportunity for professional growth. Principal establishes an open line of communication and facilitates active involvement with all families in the school to create a culture and climate that provides for the greatest learning of all students. Principal has worked collaboratively with all stakeholders to clearly define the vision and mission of the school, and has set expectations of how, as a community of educators, we will be able to implement best practices and goals for continuous improvement. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<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 	<ul style="list-style-type: none"> • A few voices within the school community participate in the majority of leadership and decision making opportunities. • Several teachers have been willing to share their knowledge of best practices or information that has been learned through outside professional development and experiences. • Most teachers feel comfortable with the equity of voice during grade level meetings and common planning times 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<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. 	<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 	<ul style="list-style-type: none"> At one time the school Instructional Leadership Team was involved with creating professional development opportunities for teachers. They were also focused on coaching based off curriculum and instruction as well as classroom management. The Instructional Leadership Team regularly reviewed data and analyzed how it matched with school goals. The Instructional Leadership Team in currently selecting new members. 	
Monitoring and adjusting			2
<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. 	<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. 	<ul style="list-style-type: none"> Some grades periodically review data when it is available following standardized assessment in Grade level and Response to Intervention meetings. Teachers use self-created and curriculum based formative and summative assessment and track student mastery of each standard. School has created data sheets to track student progress which has lead to the implementation of intervention groups. These have failed to be updated since the beginning of the year. School Response to Intervention team needs to consistently meet 	

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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. 	<ul style="list-style-type: none"> • Grade levels are working to develop year-long scope and sequence/unit plans that align to the Common Core in literacy. • Teachers follow a pacing/scope and sequence that has been determined by the curriculum and teacher teams; which is also aligned to the instructional materials. • Each grade level team has developed units of instruction that are thoroughly aligned to the standards; though vertical alignment should be further developed and implemented. • Text used for instruction exposes all students to appropriate levels of complex, authentic, and informational texts that are aligned to instruction and the CCSS. • Differentiation is in place for short and long-term plans, though further communication should occur to promote a more universal definition and practices. 	
	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). 	<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 generally supportive of students with disabilities as well as varying language proficiency of ELL's • School recently purchased unpacked CCSS standards to further guide instruction and planning. • School has utilized opportunities to acquire free instructional materials from accredited sources to further promote differentiation across the curriculum. 	
<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. 	<ul style="list-style-type: none"> • School wide data is available to the administration and teacher teams; though it is not always immediately analyzed following completion of the assessment. • Each grade level uses a comprehensive set of assessments; screening, diagnostic, benchmark, formative, and summative to monitor student learning. Results of this data are not typically reviewed at Grade level meeting/ professional development days. • A variety of formative and summative assessments are consistently developed and implemented across grade levels to monitor student performance and mastery. • Assessment accommodations and modifications are in place for students with disabilities, 504's and IEP's. • School needs to develop a universal protocol for assessing data presented from ALL student assessments; not just standardized tests. 	

School Effectiveness Framework

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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. 	<ul style="list-style-type: none"> • Each teacher communicates objectives, directions, and procedures to all students. • Appropriate questioning and critical thinking is stressed in each classroom to promote student learning. • Lessons are appropriately sequenced and aligned to standards. • Scaffolded instruction is used to ensure all students, including students with disabilities have access and engagement to complex texts and complex tasks. • Formative assessments are used by all teachers to monitor student progress toward goals. 	

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Typical School	Effective School	Evidence	Evaluation
Intervention			2
<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. 	<ul style="list-style-type: none"> • School has a systematic approach to administering screening assessments for grades K-2 to identify all student academic levels that helps identify students with needs for interventions. • School is in need of screening options for grades 3 and up. • School has set up a diverse Response to Intervention team that meets to discuss and review academic and behavioral needs and way to provide interventions for struggling students. • School is in need of a diagnostic assessment that meets the needs of a gifted/advanced curriculum. • Interventions within the school consist of: <ul style="list-style-type: none"> o in-class o small groups o pull-out o push-in • School needs to establish school-wide interventions that align with the math curriculum. 	

Whole staff professional development			2	
Professional Learning	<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. 	<ul style="list-style-type: none"> • Almost all staff members attended a week long Responsive Classroom professional development in order to implement ideas school-wide. • Staff members are encouraged to seek out individual professional development opportunities based on areas of need or interest. • Periodic teacher lead Professional development focused on Responsive Classroom, instructional strategies, and data interpretation. • School needs to implement program where teachers are able to reflect, observe, and improve good teaching practices within the building. • Special education team has designed and lead multiple professional development sessions for paraprofessionals to train and enhance the skills that are brought into the general education classrooms. • Individual and school-wide needs will be assessed and appropriate professional development opportunities will be offered. Directed either by school staff or outside sources 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles for planning, data analysis and long term goals. RTI updates need to be included in weekly grade level meetings. School needs to allow time for teachers to vertically align curriculum and expectations between grade levels. Grade levels have worked to unpack new Common Core State Standards and have worked to build resource binders with unit artifacts to be used for the future. Teachers meet frequently with administration and grade level teams but lack structure and professional growth during those times. Meetings need more structure to provide time to analyze data, assess student work and progress monitoring, as well as relay pertinent information. Grade levels need more protocols in place for collaboration, peer observation, and the ability to share ownership of results in student learning and behavior. Grade Level Release days have been put in place to help facilitate transition to new Common Core State Standards. 	
	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. 	<ul style="list-style-type: none"> School began year with coaching in Responsive Classroom and Academic Instruction. Staff has identified individualized areas of need and growth, but has lacked a structured form of feedback from coaches or administration. All staff members partake in 2 formal observations that include pre and post meetings along with time for reflection. School needs to establish peer observation and staff support program to aide in the continuous professional development of all school personnel. School needs to develop induction program for new teachers to help them become acquainted with school expectations and become accustomed to school culture. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	<ul style="list-style-type: none"> Staff members, along with parents and students, have extremely high expectations for student success. School holds high standards for ISAT achievement and the understanding of advancement to high school and college. Teachers use the Star of the Week program to promote future career ambitions and personal interests. School holds an annual spirit week to promote school moral and to inspire students career aspirations. Students are given classroom jobs and leadership opportunities to help promote responsibility and accountability. 	
	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. 	<ul style="list-style-type: none"> All students work to build a sense of community throughout the school. They feel connected with adults and especially their peers through the use of morning meeting strategies and many other teambuilding opportunities. Students are encouraged to develop relationships beyond their classroom through the use of mixed recess time. Classrooms celebrate the diverse culture that is represented in our school through educational activities surrounding holidays, customs, and traditions. Teacher and staff members communicate and form bonds with all families on a regular basis. Parents feel comfortable approaching teachers and staff on a variety of topics and many are willing to assist teachers with classroom duties. Most staff members feel connected with other individuals in the school. They have been able to form bonds with grade level partners and other individuals. Several connections have been made with local businesses that are willing to help the school. Many have donated to fundraisers, the school wellness fair, and have come in to speak with students and share talents and ideas. School needs to promote more academic relationships across different grade levels to 	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<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. 	<ul style="list-style-type: none"> • The majority of discipline issues are taken care of in the classroom, by the teacher, mostly with Responsive Classroom strategies. • School has recently implemented and will continue to monitor a behavior protocol that consists of a teacher checklist of actions taken and what constitutes a pattern of behavior that would require administrative discipline. • An office referral document has been created so that teachers are able to communicate the need for administrative intervention. This documentation is also used to keep student record of office-managed behaviors. • Response to Intervention team has begun using AIMSweb behavior intervention plans with a select few students. 	

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
NSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	<ul style="list-style-type: none"> School holds high expectations in regards to student achievement and behavior. This expectation is shared with all families who generally hold the same beliefs. Ongoing discussion with families regarding how to maintain high expectations while managing the workload for a fuller day. Each teacher provides families and students with clear expectations for their individual classrooms. School needs to better communicate policy for absenteeism and tardiness. 	
	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. 	<ul style="list-style-type: none"> Principal is in constant communication with school families regarding upcoming events, changes in protocol, and general school news. Teachers regularly communicate with families regarding classroom events, objectives for student learning, and general classroom news. Friends of Skinner North communicates events and meeting to all families to promote participation. 	
Bonding ----->			4	

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
DIME	<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. 	<ul style="list-style-type: none"> School establishes a welcoming environment for all guests. School established frequent opportunities to be engaged in school events such as: Family Science Night, Family Math Night, school picnic, Harvest Fest, Wellness Fair, book fairs, winter and spring assembly, and Drama performance. Friends of Skinner North works to empower parents and community members to become engaged with the school. 	

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 ----->			4
	<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. 	<ul style="list-style-type: none"> School provides before and after-care services, transportation to those who qualify, and social-emotional enrichment opportunities through community organizations. On a need-be basis, school administration has reached out to outside agencies to support individual family needs. 	
	College & Career Exploration and election ----->			4
	<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. 	<ul style="list-style-type: none"> Due to the grade level of the student population, the school does not provide information connected to college and career readiness programs. School is prepared to implement high school, college and career transitional curriculum when appropriate. 	
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. 	<ul style="list-style-type: none"> The school is prepared to implement high school, college and career transitional curriculum when appropriate. Through the nature of the school's curriculum, culture and format, students are expected to further their academic success at high schools preparing them for college and career. 		
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. 	<ul style="list-style-type: none"> The school provides a wide range of enrichment and extracurricular activities aimed at the holistic development of the student population. School provides students and families with the opportunity to take 		

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 ----->			
	<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. 	<ul style="list-style-type: none"> Students do not currently participate in college and career ready assessments due to the age level of students in the school. 	
	College & Career Admissions and Affordability ----->			
	<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. 	<ul style="list-style-type: none"> Currently the school does not provide any college and career admissions affordability information due to the age level of students in the school. 	
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. 	<ul style="list-style-type: none"> The school works to adequately prepare students in their transition of grades. Students are challenged academically with exposure to coursework one grade level above their school grade. New kindergarten students participate in a two-day Kindergarten Round-Up program where they are acquainted with the school, the classmates, and the teachers. This also allows time to conduct beginning of the year TRC, DIBELS and MClass assessments. The school holds a beginning of the year picnic where students are able to meet their new teachers and reconnect with classmates from the previous school year. School needs to improve communication between grade levels regarding expectations for students when moving to new grade levels. School needs to prepare for the possible influx of upper grade students due to the 	

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. 	<ul style="list-style-type: none"> • Principal gave teachers the opportunity to decide how the funds given to the school through the extended day pioneer program were to be used for student center development and resources. • Staff collaborated to determine school-wide needs prior to individual classroom needs. • Administration and staff maintain focus and transparency when deciding how to spend funds for present and future use. • Friends of Skinner North parent group actively seeks fundraising opportunities with the help of local organizations and businesses to help meet student and staff needs. 		
	Building a Team ----->				3
	<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. 	<ul style="list-style-type: none"> • Hiring is done in a systematic way where the needs of the school and students are kept in mind. • -Multistep interview process is put in place that includes a protocol for questioning, classroom lesson demonstration, self-reflection on success and expertise within the lesson, in connection with current staff, student, and school wide needs and expectations. • School establishes connections with university students, potential interns, and support personnel with the desire to continue growth of the school wide team or create future educational career opportunities for each individual. • School needs to establish peer observation and staff support program to aide in the transition of new staff members and support the professional development of all school personnel. 		
Use of Time ----->				3	

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
<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. 	<ul style="list-style-type: none"> • All schedule changes have been made to match student needs but have been rolled out too quickly for staff to acclimate effectively. • -Schedule allows for facilitated grade level meetings, but a formal structure for vertical alignment meetings needs to be put in place. • -Struggling or advanced students are able to receive intervention and enrichment during dedicated time periods. • Out of classroom activities are widely connected to the core curriculum being presented in the classroom. • Monthly staff meetings need to be implemented to focus on relay of information and building climate and culture. 	

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

The mission of Skinner North Classical School is to provide rigorous differentiated instruction to all students. With a focus on teaching the whole child in an academically advanced environment, we work to establish norms of highly successful and socially motivated individuals in a community that promotes collaboration, leadership, and celebrates the diversity of the students, families, and staff.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	The school will deliver high quality instruction that reflects the CCSS, the instructional framework, REACH, and district/school wide assessment data. School will also focus on adding rigor to the current Science instruction in anticipation CCSS standards to come.	Currently teachers provide a high level of instruction to the students but with additional emphasis on CCSS, district assessments, REACH teacher evaluations, and the instructional framework, the staff needs to better incorporate these new variables into their practice. The school also needs to develop a Science program that will better prepare students in the field.
2	Under the guidance of school leaders, teachers will work to continuously gain the skills they need to be well rounded educators and leaders.	While quality instruction is apparent, Skinner North is gaining a grade level each year and the evolving population requires continual teacher development in instructional strategies and best practices to meet the demands of the school.
3	Skinner North students, families, teachers, administrators, and community members will work to develop strong bonds centered around improving climate and culture.	While our School effectiveness Framework has identified student to teacher connections as being very strong, there is a need to improve bonds and lines of communication between staff, volunteers, and families.
4		
5		

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
The school will deliver high quality instruction that reflects the CCSS, the instructional framework, REACH, and district/school wide assessment data. School will also focus on adding rigor to the current Science instruction in anticipation CCSS standards to come.	Currently teachers provide a high level of instruction to the students but with additional emphasis on CCSS, district assessments, REACH teacher evaluations, and the instructional framework, the staff needs to better incorporate these new variables into their practice. The school also needs to develop a Science program that will better prepare students in the field.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will fully deconstruct and review 100% of the CCSS aligned with literacy by September 4, 2012, while they will fully unpack and review CCSS aligned with math by March 29, 2013.	Instruction	All	Teachers	Summer 2012	Quarter 3		
100% of teachers will use Language Arts CCSS to plan assessments, units, and lesson plans weekly through the 2012-2014 school years.	Instruction	All	Teachers	Summer 2012	On-going		
Teachers will administer and score 100% of the first and fourth quarter performance tasks as created by CPS by Friday, September 28, 2012 and Friday, June 7, 2013 respectively.	Other	All	Teachers	Quarter 1	Quarter 1		
Teachers will administer and score 100% of the second and third quarter performance tasks as created by teacher teams by Friday, January 25, 2013 and Friday, March 29, 2013 respectively.	Other	All	Teachers	Quarter 2	Quarter 2		
100% of teachers will analyze performance task data with peers to increase inter-rater reliability by November 1, 2012.	Professional Development	All	Teachers	Quarter 1	Quarter 1		
100% of teachers will analyze diagnostic assessment results including Dibels, TRC, Mclass, and the district created CCSS to help drive differentiated instruction 1 week after each of the 3 testing windows.	Instruction	All	Teachers	Quarter 1	On-going		
100% of students in grades K-5 will participate in BOY NWEA by the end of September 2012. All teachers will analyze and implement data driven instruction focusing on individual student growth targets by October, 2012.	Instruction	All	Teachers	Quarter 1	Quarter 2		
100% of students in grades K-5 will participate in MOY NWEA by the end of February 2013. All teachers will analyze and implement data driven instruction focusing on individual student growth targets by March, 2013.	Instruction	All	Teachers	Quarter 2	Quarter 3		

Strategic Priority 1

100% of students in grades K-5 will participate in EOY NWEA by the end of May, 2013. All teachers will analyze and implement data driven instruction focusing on individual student growth target by May, 2013.	Instruction	All	Teachers	Quarter 3	Quarter 4		
School will hold a Kindergarten Round-Up prior to the start of each school year to assist in acclimating new students to school and staff. This time will also be used for BOY Mclass Math, TRC, and Dibels assessments to help differentiate instruction as soon as the school year begins.	Instruction	All	Kindergarten Teachers	Summer 2012	Quarter 1		
School will standardize the format and impliment the practice of workshop models in literacy and math in 100% of grade levels focused on data driven differentiated instruction by October 30, 2012.	Instruction	All	ILT	Quarter 1	Quarter 2		
School will schedule vertical articulation meetings during professional developmment times monthly. Meetings will focus on alignment of curriculum maps, end of year expectations, and gaps in expectations from grade level teams.	Instruction	Not Applicable	ILT	Quarter 1	On-going		
School will revamp and reorganize entire science curriculum which will include mapping out school wide curriculum, implementing rigorous standards, and purchasing new materials by the start of the 2013-2014 school year.	Instructional Materials	Not Applicable	Ridgway/Science Committee	Quarter 1	Year 2		
Full school day plan will promote the use of student intervention programs with 100% of teachers utilizing four 45 min. blocks for intervention/acceleration per week by November 1, 2012.	Instruction	Other student group	Netterstrom	Quarter 1	Quarter 2		
Response to Intervention Team will assess 100% of the current literacy needs and intervention programs at Skinner North by October 1, 2012. Team will research and purchase programs that meet the needs of students in fourth grade and above by February, 2013.	Instructional Materials	Other student group	Rtl team	Summer 2012	Quarter 3		
Response to Intervention Team will assess and identify current math needs and programs by October 1, 2012. The team will research and impliment math intervention programs to meets the needs of students across all grade levels by February, 2013.	Instructional Materials	Other student group	Rtl team	Summer 2012	Quarter 3		
Response to Intervention Team will conduct whole class behavior diagnostics to monitor the need for individual behavior interventions in 100% of classrooms by November 1, 2012. Individual plans will be created and implimented when needed and will be reviewed monthly in Rtl and Grade Level meetings.	Instruction	All	Rtl team	Quarter 1	On-going		

Strategic Priority 1

Response to Intervention Team will continue to monitor and implement school wide behavior protocols for in classroom vs. office managed behaviors and will analyze behavior referral forms once a month at RtI meetings.	Instruction	All	RtI team	Quarter 1	On-going		
Quarterly, the RTI team will evaluate the trends in office managed behaviors and address those concerns with appropriate interventions.	Instruction	All	RtI team	Quarter 1	On-going		
School will develop a vision for a middle school model by the end of the 3rd quarter of the 2012-2013 school year.	Instruction	Other student group	Netterstrom/ Teachers	Summer 2012	Quarter 3		
School will implement departmentalized subjects for grades 3 and up at the start of the 2012-2013 school year. School will departmentalize classes into Math/Science and Language Arts/Social Studies and will continue to acquire needed resources as needed.	Instruction	Other student group	Netterstrom/ Teachers 3 and up	Summer 2012	Quarter 1		
School will implement the CPS instructional framework and REACH teacher evaluation system school wide by the end of January, 2013. Teachers will be trained to understanding the framework during school wide professional development times monthly.	Professional Development	Not Applicable	Netterstrom	Quarter 1	Quarter 3		
Classroom teachers, with the support of the RTI team, will develop systems and structures for tracking which students are receiving instruction during intervention blocks by the end of the first quarter of the 2012 school year.	Instruction	Other student group	Teachers/RtI	Quarter 1	On-going		

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
Under the guidance of school leaders, teachers will work to continuously gain the skills they need to be well rounded educators and leaders.	While quality instruction is apparent, Skinner North is gaining a grade level each year and the evolving population requires continual teacher development in instructional strategies and best practices to meet the demands of the school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School will select new members for ILT from a diverse instructional background by the end of September 2012. ILT will meet as needed with a minimum of 2 meetings per month.	ILT/ Teacher Teams	Not Applicable	Netterstrom	Summer 2012	Quarter 1		
ILT will create school wide PD plan aligned to teacher needs by end of the first quarter of the 2012 school year and will review plan and make adjustments when needed.	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	On-going		
ILT will monitor CIWP monthly and will manage accomplishing all milestones and priorities.	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	On-going		
RTI team will provide PD to staff around strategies in implementing intervention blocks for students by Friday, September 28, 2012. Rti team will also create and impliment a plan to track information on student progress towards individualized intervention/acceleration goals by the same date.	Professional Development	All	Rti Team	Quarter 1	Quarter 2		
Special Education team will plan and implement training for paraprofessional team members monthly.	Professional Development	Students With Disabilities	SPED Team	Summer 2012	On-going		
RTI team will lead monthly PD sessions centered around behavior protocols.	Professional Development	All	Rti Team	Quarter 1	On-going		
Whole staff meetings will occur monthly to provide time for school updates and team building activities.	Professional Development	Not Applicable	ILT	Quarter 1	On-going		
ILT will train Loyola tutors in Resposive Classroom techniques and instructional strategies on an ongoing basis according to when new staff is hired and when need arises. Tutors will be used to supervise lunch and recess and also assist in individual classrooms.	Professional Development	All	ILT	Summer 2012	On-going		
School will establish acclimation process for new staff to current staff and school culture before the school year begins with quarterly check-ins to ensure a smooth trasition has been made.	Instruction	Not Applicable	ILT	Summer 2012	On-going		

Strategic Priority 2

100% of grade level teams will be expected to take collective ownership in relation to whole school priorities, procedures, and instructional strategies. Administration will review classroom implementation at weekly grade level meetings or professional development time periods.	ILT/ Teacher Teams	Not Applicable	Teachers	Quarter 1	On-going		
Formal communication process will be established to relay minutes from grade level meetings to specials teachers and special education staff by end of the first quarter of the 2012 school year.	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	Quarter 1		
School will identify and support emerging teacher leaders in their leadership development when applicable.	Other	Not Applicable	Netterstrom	Summer 2012	On-going		
ILT will establish peer observation and support program by the end of January 2013. Teachers will support one another in the understanding of the instructional framework and REACH teacher evaluation system, and ILT will train the staff in peer observation skills before this process takes place.	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	On-going		
Administration will help identify and support career advancement opportunities for emerging leaders, when appropriate, through the 2014 school year.	Professional Development	Not Applicable	Netterstrom	Quarter 1	On-going		
School will establish the outlets for external PD opportunities and empower the staff to seek out individual PD aligned to personal and student needs. This process will be designed and reviewed for implementation by the end of the January, 2013.	Professional Development	All	ILT	Quarter 1	Quarter 2		
School will budget for and design protocols for quarterly grade level release days by the end of October 2012.	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	Quarter 1		
School will implement 90-minute weekly grade level meetings for the duration of the 2013 and 2014 school years.	Professional Development	Not Applicable	ILT	Quarter 1	On-going		
School will schedule weekly 45 minute meetings for specials teachers for the duration of the 2013 and 2014 school years.	Professional Development	All	Netterstrom	Quarter 1	On-going		
School will identify staff needed to develop and continually monitor the new middle school program by the end of the 3rd quarter of the 2012-2013 school year. Administration will first look for qualified teachers internally before opening options externally.	Staffing	Other student group	Netterstrom/ Teachers	Summer 2012	On-going		

Strategic Priority 3

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
Skinner North students, families, teachers, administrators, and community members will work to develop strong bonds centered around improving climate and culture.	While our School effectiveness Framework has identified student to teacher connections as being very strong, there is a need to improve bonds and lines of communication between staff, volunteers, and families.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School will form a social committee to establish team building opportunities and promote positive climate amongst the staff by the end of the first quarter of the 2012-2013 school year.	Other	Not Applicable	Teachers	Summer 2012	Quarter 2		
Check in procedure needs to be established from general education teacher to specials teacher in the transition of drop off to specials class. Specials teachers will discuss needs during weekly meeting times and develop plan for relaying information by the end of November, 2012.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 2		
School will establish monthly vertical alignment meetings focused on end of year expectations and preparations for grade level transitions with outcomes decided on by the end of March, 2013.	Professional Development	All	ILT	Quarter 1	On-going		
Review and implementation of the full school day schedule will be conducted before the start of the 2012-2013 school year and will provide time for students to have 90 minutes of specials on a daily basis, including, Art, Music, Physical Education, and Spanish. This plan will again be reviewed and modified, if necessary, for the 2013-2014 school year.	Instruction	All	Netterstrom	Quarter 1	Year 2		
100% of students will have daily recess while kindergarten schedules will provide time for a second recess to assure classroom instructional and behavioral alertness.	Other	All	All Staff	Quarter 1	On-going		
100% of teachers will use Responsive Classroom social/emotional strategies with students in Kindergarten thru second grade. An extension of social/emotional learning is being researched for grades 3 and up and will be implemented and reviewed by May 2013.	Instruction	All	Teachers/ILT	Quarter 1	On-going		

Strategic Priority 3

School wide expectations will be produced and explicitly reinforced for common areas, i.e. hallways, lunchroom, recess, and bus by the end of January 2013.	Other	All	ILT/teachers	Quarter 1	Quarter 2		
ILT will host quarterly parent/teacher focus groups to build relationships between parents and teachers and to support school priorities.	Parental Involvement	Not Applicable	ILT/parents	Summer 2012	On-going		
Teachers will be expected to increase exposure to, and the use of, hands on technology opportunities across all grade levels by the beginning of the 2013-2014 school year. Teachers will continue to expose students to programs covering Language Arts, Math, and Science curriculums across the grade levels to increase technology awareness and skills.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Administration will work with the Friends of Skinner North to establish specific roles, responsibilities, and guidelines for parent volunteers by January 2013. This protocol will be reviewed quarterly and adjusted when needed.	Parental Involvement	Not Applicable	Netterstrom/ Teachers	Summer 2012	On-going		
While no LSC currently exists within the school, stakeholders will help support emerging parent leaders in preparation for formal roles by the end of the 2014 school year.	Parental Involvement	Not Applicable	Netterstrom	Quarter 1	Year 2		
The ILT will plan open meetings twice a year with the Friends of Skinner North to establish the ways in which the parent population can support school wide goals through the 2014 school year.	Parental Involvement	Not Applicable	ILT/ Friends of Skinner North	Quarter 1	On-going		
The ILT will plan bi-annual meetings with the executive board of the Friends of Skinner North to create, revise, and align the committee's goals to school wide goals through the 2014 school year.	Parental Involvement	Not Applicable	ILT/Friends of Skinner North	Quarter 1	On-going		
ILT will provide quarterly training for Youth Guidance employees in Responsive Classroom and instructional strategies to promote continuity between school day and after-school expectations through the 2014 school year.	After School/ Extended Day	Not Applicable	ILT/ Youth Guidance	Quarter 1	On-going		
School will design and submit application for funds in order to continue After School All Stars programming through the 2014 school year. Funds will be used for programs based off student and faculty interests.	After School/ Extended Day	Not Applicable	ILT	Quarter 1	On-going		
School will begin to offer Art programming to all students beginning with the 2012-2013 school year. Friends of Skinner North fundraising efforts will go towards helping purchase materials for this program.	Instruction	All	Netterstrom/ Friends of Skinner North	Summer 2012	On-going		



Strategic Priority 3

