



Skinner North (/school-plans/401) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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01/28/2016	Instructional Leadership Team (ILT) Meeting	CIWP Priorities and SEF
02/05/2016	Staff Meeting: All Teachers and Staff	CIWP Priorities
02/05/2016	PLC Meetings (Math, Science, and Literacy/Social Studies)	CIWP Priorities and portions of the SEF
02/10/2016	CIWP Committee (Teachers and Parents)	Vision, Mission and Progress on Priorities/Actions
02/11/2016	Staff Meeting: All Teachers and Staff	Reviewing input from the 2-10-16 meeting
02/19/2016	School Leadership Team Meeting	Reviewing the SEF Ratings and linked Data/Goals
02/19/2016	Emailed Draft to all Staff and LSC	Opportunities for stakeholders to Email back feedback/revisions/updates
02/23/2016	Network 4 School Leaders/Teams	Opportunities for other Network 4 schools to provide feedback on the current CIWP Draft
03/16/2016	PLC Meetings (Math, Science, and Literacy/Social Studies)	CIWP Priorities and Action Items
03/22/2016	Network 4 School Leaders/Teams	Opportunities for other Network 4 schools to provide feedback on the current CIWP Draft
04/25/2016	CIWP Committee (Teachers and Parents)	CIWP Priorities and Action Items
04/26/2016	Network 4 School Leaders/Teams	Provided CIWP Presentation for other Network 4 schools
05/04/2016	ILT Meeting	ILT Review of CIWP Draft to prepare for final edits
05/04/2016	LSC Meeting	LSC Review of CIWP Draft to prepare for final edits

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 3 4

The school has a clear vision and mission that all school priorities are aligned to.
Teachers/Staff, Parents and Students all work together to support the aims of the school
Teachers (ILT, 3 PLCs) and Parents (LSC, Friends of Skinner North) and Students (Student Council) all have important voice
Teachers are supported in instructional and social-emotional initiatives through coaching, mentoring and REACH feedback
School-wide schedules maximize time for teachers to collaborate each week, as well as during school funded Grade Level Release Days

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.

- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

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The school's ILT is comprised of a set of faculty that represents the whole school and all it's needs and functions (Classroom Teachers, Diverse Learner Staff, Counselor, & Specials Teacher)

The ILT meets regularly to review data, progress on the CIWP and on other school-wide priorities

Each member of the ILT has considerable leadership roles (PLC Leaders, Department Chairs, & SEL Leadership)

Teacher have created and run a mentoring program for new staff

The ILT reviews many data sets: NWEA, PARCC, Unit Assessments and Performance tasks

All ILT meetings have clear agendas and notes are shared out with staff afterwards

The ILT has honest conversations and are able to share a diverse set of viewpoints in a collaborative manner

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Professional Development (and Learning) is organized by the school's ILT and PLCs
 Math & Science PLC leads have job-embedded time for coaching, modeling and mentoring
 All Teacher participate in Quarterly Grade Level Release Days, Peer Observations, and Instructional Rounds
 Weekly Grade level meetings and common planning time across grade-spans (K-1, 2-3, 4-5, 6-8) occur daily.
 Diverse Learner and Specials Departments each meet Monthly at a minimum
 ILT members have created a new staff mentoring program and meet weekly with new teachers to support them
 Teachers have open/shared practice and complete peer observations in a safe and supportive environment
 Principal and Assistant Principal are engaged in instructional planning and complete frequent non-REACH observations

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.

- Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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Instructional time for students is maximized.
 Grades 4-6 are departmental (math/science and literacy/social studies), grades 7-8 are further departmentalized
 Middle School Students have choice in Electives (Specials classes) that change each Semester
 CIWP and Budget are fully aligned, as are purchases made by the school
 The Principal and Assistant Principal work with the Friends of Skinner North Organization to align School/FoSN purchases
 The school has obtained several grants and participates in multiple CPS initiatives such as the 30-20-10 PE Program
 Current Teachers/Staff fully participate in recruitment and retaining new Teachers/Staff
 Interview practices include panel interviews, demo lessons and background checks
 Teacher Teams are fluid and collaborative in nature
 Teachers/Staff are valued and have significant voice in their work and instructional planning, which leads to better Teacher retention
 Parents are actively engaged in the school community (LSC, FoSN, Diversity Committee and in other volunteer capacities)

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.

- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

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Teachers make use of the CPS Frameworks to create instructional units/lesson plans
 PLC leaders work with all teachers to align curriculum (vertically/horizontally) across all grade levels and staff
 Principal and Assistant Principal lead ILT and teacher teams in data analysis to directly impact instruction
 Teachers uses both assessment data and data from peer-observations and instructional rounds to make decisions/plans
 Teachers have created and are revising/improving a clear scope and sequence across all subject areas for all grade levels
 Sub-group data (EL, DL, and other priority groups) is showing positive trends -All students are engaged in classroom instruction
 A large emphasis is placed on SEL-priorities (Responsive Classroom, Developmental Designs, 2nd Step, and Advisory)
 As a Classical School, all students are instructed at/learning at 1 or more grade levels above actual grade designation
 Teachers and students prioritize having a Growth Mindset and working to improve their understanding/skills/abilities

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to ensure alignment of scope and text and task complexity.
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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Use of Instructional materials are maximized, aligned to CCSS, and meet the needs of students
 Teachers have access to a rich variety of texts, SmartBoards, iPads, Chrome Books, and Desktop Computers
 PLC teams review curricular scope/sequence to determine needs and the Principal works with the School Budget and FoSN to fund
 All teachers have access to an abundance of materials, supplies and resources
 Teachers address all modes of learning in their instructional plans
 Teachers differentiate instruction based on assessment data, levels of student learning, and student interests
 Students are active and engaged in their own learning, Middle School students also have choices of Special/Elective Courses

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.

- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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All teachers/staff strongly believe all students can and will learn (This is seen through an emphasis on having a Growth Mindset)
 Students are held to rigorous standards and provided the supports they need to reach them
 Extension/Acceleration and Remediation/Intervention are all provided based on MTSS programs/teams recommendations
 Students experience cross-curricular learning and teachers in grades 4+ are departmentalized by content areas, yet plan together
 The Literacy PLC has made sure that instruction is CCSS aligned and focuses on key shifts in literacy
 The Math PLC has made sure that instruction is CCSS aligned and focuses on key shifts in mathematics
 The Science PLC has made sure that instruction is NGSS aligned and incorporates best practices in Science
 Students participate in hands-on, relevant learning experiences

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.

- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Clear transitions exist between different grade spans in the school (K-1, 2-3, 4-5, 6-8).
 The Middle School Team and Counselor are exploring/visiting Academic Centers and High Schools to see how to prepare for 9th grade
 Progress of all students, including those with DL, EL, and MTSS related needs is tracked and monitored
 The Counselor has put on several workshops and also worked 1:1 with every 8th grader around HS applications
 This is the first year Skinner North has an 8th grade -all 8th grade students have applied to multiple HS programs
 Multiple 8th grade students have received grants and scholarships for High School programs
 The school hosts multiple summer events, a summer camp, and KDG Orientation
 Students at all grades are exposed to information about High Schools, Colleges and Careers in a variety of ways
 All 8th graders take Algebra I during the school day

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to

- reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 **4**

Teachers use a range of pedagogical strategies to teach students at a variety of skill levels
 Teachers plan units/lessons to anticipate student misunderstandings, incorporate robust vocabulary, and taps into student interest levels
 Teachers are adept at facilitating student conversations, using a variety of question types, levels and stems
 Students make use of content and context specific and appropriate vocabulary and use textual evidence in discussions/class work
 Teachers encourage students to set goals, have a growth mindset, and make instructional and social efforts towards growth
 Students are engaged in their learning and take an active role in classroom projects, inquiry and discussions
 Instruction is scaffolded and differentiated to meet the needs of all student, including those with DL, EL MTSS, and other needs
 The 3 PLCs and ILT use data to impact instructional planning and groupings (within classrooms)
 MTSS Teams work to identify student needs (intervention and acceleration, both)

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

The school has a robust MTSS process as well as 2-teams (Intermediate and primary) both led by an ILT member
 The principal has prioritized having a part-time interventionist on staff to instruct students 1:1 and in small groups
 Classroom teachers make use of Responsive Classroom, Developmental Designs, and Advisory as well as Second Step programs
 The principal, assistant principal and ILT track student progress and monitor growth of all students
 Students are engaged in student-centered classrooms and activities and have choice-embedded into their days
 School Counselor coordinates the work of all Related Service Providers
 Math and Science Coaches assist Classroom Teachers with Instructional planning and delivery, as well as provide differentiated support

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
B3. MTSS Implemented Effectively in School	

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Teachers are supported in using a robust suite of assessment data (NWEA, PARCC, Performance Tasks, PARCC-aligned Unit Assessments and other data sources) and linked toolkit during grade level planning and meeting time.

Incoming KDG students are assessed using Reading Diagnostics during the summer to help teachers start differentiated instruction immediately

Teachers help students to understand their assessment results and set and monitor goals

Teachers take student needs into account when planning for instructional units/lessons/tasks

Assessments and instruction are aligned to CCSS (Literacy and Math) and NGSS (Science)

The ILT has created a fair, equitable and balanced grading scale and has helped to define and clearly communicate assessment and gradebook expectations school-wide.

Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 2 3 4

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Skinner North teachers emphasize the importance of having a Growth Mindset and working hard to see improvements
 The school leaders and the teachers communicate clear expectations around rigorous classroom instruction/programs
 Skinner North was the #1 Ranked school (under ISAT) in IL multiple years in a row, and is the #2 Ranked school (under PARCC) in IL
 Teachers facilitate individualized student goal setting at all grade levels
 Classrooms are safe spaces where students can learn and take academic risks, as well as approach problems from multiple perspectives (ex: Math Talks)
 Students work with peers (in small groups and partnerships) to help each other and to provide each other actionable feedback
 Teachers also provide actionable and timely feedback to students
 Morning Meetings, Advisory and other structures are used by teachers to build classroom community
 Teachers make use of Responsive Classroom language to encourage students to adhere to norms/rules and to promote individual student growth and ownership of actions/reactions

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Collaborative Teachers - Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

1 2 3 4

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Teachers use Responsive Classroom, Developmental Designs, Morning Meeting, Advisory and Second Step to address Social-Emotional Issues and needs of students

The school counselor works with students in a variety of settings: Whole class, small affinity groups, and individually.

School leaders do small group lunch sessions with KDG students during the year to build community bonds/relational trust

Students created school-wide norms and rules (facilitated by the Assistant Principal). -Each room created rules that in turn were used by classroom representatives to share across grades 1-8. These were revised and presented by students to their peers in classroom assemblies.

Interactions between Teachers & Staff / Students & Parents is positive and productive showing genuine care/warmth/collaboration

The Principal and a parent co-created the school's Diversity Committee which helps to draw attention to the awesome range of diversity in the school

All Students are appreciated and supported -The school highlights the rich diversity at the school (gender, race, culture, language, geographic residence, and interests).

The school has a wide variety of before and after school programs as well as clubs and sports to meet the diverse interests of students

The School promotes events to celebrate all peoples

Teachers work collaboratively to meet the needs of students and further their own professional growth.

Teachers help peers and truly want each teacher/staff member to succeed

The principal and assistant principal are responsive to teacher/staff needs. They facilitate Grade Level Meetings, Professional Development opportunities, and coach and mentor staff in different capacities).

The school principal is invested in developing the leadership capacity of staff, as seen in the PLC leaders, and several staff who have completed administrative internships

The school leadership team, teachers/staff, parents and students all work together and care about a diverse range of viewpoints

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	- Collaborative Teachers - Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	- D2. Creates, develops and sustains relationships that result in active student engagement in the learning process - E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

The school has before school programming as well as incredibly robust after-school offerings. Parents and students have input on class, club and sports offerings. Offerings include, Sports, Youth Guidance programs and After-School-All-Stars programs. Grade 7-8 students have choice of specials/electives, including a variety of PE, Arts, Music and Spanish options. Classwork is rigorous and expansive. As a Classical School, students work 1 year advanced in Literacy and Mathematics classes. Students are able to research areas of interest, especially in Quarterly and classroom projects. Each classroom has a Star Student of the week (not merit based) -every student in the class has a week for them to shine. They present information on themselves and their interests, have a special letter from a parent read to the class, and have a special lunch with a parent/guardian or other family member at the end of the week. The assistant principal and a teacher-leader coordinate service-learning projects and experiences with both FoSN and outside agencies. The school's assistant principal has created a system for student government -Student Council (grades 4-8) that has taken on significant projects already this school year. Students work on in-class projects/tasks that are relevant and hands-on (ex: in Science issues on Water Quality and social impacts). Middle School students engage in classroom discussions and debates using text-based evidence and research to support their views/ideas (this can also be seen in K-6 classrooms as well).

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**

- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

The principal has built a clear master schedule and linked classroom schedules
 All specials classes are built into the master schedule to allow for common planning time
 Youth Guidance monitors/facilitates lunch/recess time
 YG staff have been trained in Responsive Classroom and track data on any incidents (accidents or misbehavior) as well
 The assistant principal has substantially revised and improved the Emergency Management Plan
 All teachers have been trained on the EM plan and the school regularly practices each type of emergency drill
 The school leadership team has a strong commitment meeting student needs -as seen in before/after care programs (7AM-6PM)
 Arrival is orderly and an off-duty officer assists with traffic flow
 Dismissal is a very busy time at the school, between after-care programs, Park Kids, Bus Pick-Up and Regular Pick-Up there is room for improvement and additional streamlining of procedures
 Skinner North uses a set of student created/generated rules and norms that are universal in grades 1-8.
 Staff members understand, promote, and reinforce them, building-wide
 Responsive Classroom is the norm for teacher language, though is less consistent in upper grades (4-8)
 The school makes use of restorative practices and approaches to discipline
 The school leadership team and the ILT have reviewed office and classroom managed behaviors and provided supports for data tracking as well -not all teachers are consistently tracking incidents
 Not all teachers are active supervisors during key times (arrival, dismissal, and breakfast)

Guide for Safety & Order

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
- Provide clear procedures for reporting and responding to safety concerns.
- Manage efficient and orderly transitions between activities.
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- Provide a framework for positive behavior throughout the school based on shared values and expectations.
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
 - All adults use active supervision (move, scan, and interact) in all settings.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

The school uses a proactive approach to school discipline, including:

- the ILT meets to review student behavior data/metrics
- student created norms/rules are posted throughout the school and in classrooms
- school-wide and classroom routines are efficient and maximize learning time
- families are engaged as true partners at both the classroom and school levels

The school uses an instructive approach to school discipline, including:

- Advisory, Morning Meeting, and Second Step are all used to promote a positive classroom community
- Of these, Second Step deals with direct and intentional teaching of SEL Skills
- The counselor works 1:1 and in small groups to teach further SEL Skills, and makes use of Social Stories as well
- 2 MTSS Teams (Primary and Intermediate) are comprised of a diverse set of stakeholders and meet regularly to examine data and plan to meet student needs

The school uses a restorative approach to school discipline, including:

- Students are treated with respect and dignity at all times
- Teachers and Staff are taught ways to minimize disruptions
- School leaders, teachers, and staff work to get to the root of issues and find long-term solutions to help students
- OSS and ISS are used only as a last resort after a pattern of severe and/or violent offenses
- The school counselor and related service providers help to provide interventions for students, and track usefulness of them

Guide for Restorative Approaches to Discipline

◦ PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.

- A team meets regularly to organize systems that support a restorative environment.
- Post and refer to clear, positively stated expectations and model expected behaviors.
- Create routines and procedures central to the learning environment.
- Engage families as partners.
- Contact families frequently to inform them of positive student behavior and progress.
- Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

◦ INSTRUCTIVE - Integrate universal SEL skills instruction and core content.

- Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
- Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

◦ RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.

- Ensure classroom instruction continues when problem behavior occurs.
- Prefer responses that do not remove students from regular instructional setting or after school activities.
- Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when

separation is a logical response to the behavior.

- Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Skinner North is a warm, caring and friendly place for teachers/staff, parents, children and community partners
 The school leadership team truly values collaboration between parents and the school staff
 Volunteers are welcomed in a variety of capacities
 School leaders put on 2 State of the School Addresses each year, host several Open House Sessions, are available at LSC and FoSN meetings, as well as grade level coffee events, and have an Open Door Policy
 School leaders are accessible via email (and other modes) at almost any time of day
 The school puts on many events each year (Open House, 7 Curriculum Nights, and events in conjunction with FoSN (International Fest, June Jamboree, and more)
 The School, LSC and FoSN each have multiple Parent/Staff Committees that are open to any interested stakeholders
 School staff makes use of many venues to convey and receive information: website, email, calls, robo-calls, texts, twitter, room parents, in-person communication/events, letters home and paper and electronic surveys on a variety of topics)
 The school is proactive in communication, has a parent handbook, family directory, and other documents for new and current families)
 Skinner North and the school leadership team promote and embrace the diversity of our school and value the input of all stakeholders

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.

- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus					
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	☐
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	☐
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	☐
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	☐
4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	☐
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	☐

4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
This projection is based on historical performance. The scores for the last 2 years have been identical.	99.00	99.00	99.00	99.00
National School Growth Percentile - Math				
This projection is based on historical performance. While scores have gone up in the last 2 years, we fully expect these scores to be sustainable.	89.00	99.00	99.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms				
It has been difficult for us to increase our % of Students Meeting/Exceeding National Average Growth Norms. This is due to our high attainment levels (99.00 in most cases) and is also in line with %s that are seen at other CPS Selective Enrollment Elementary Schools. Nevertheless, we intend to show growth on this metric. 2015-2016 is the first year that Skinner North has 8th grade students. As we increase the number of students in grades 6-8, we expect to see this % improve/increase as well.	55.90	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
This projection is based on historical performance. While there was a slight dip in scores the last 2 years, we fully expect the scores to increase back up to prior levels.	99.00	94.00	95.00	99.00
Hispanic Growth Percentile - Reading				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
English Learner Growth Percentile - Reading				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
Diverse Learner Growth Percentile - Reading				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
African-American Growth Percentile - Math				

This projection is based on historical performance. While scores have gone up significantly (nearly doubled) in the last 2 years, we fully expect these scores to be sustainable. This growth can be contributed to many factors including: strong classroom teaching, 2 MTSS Teams, and an incredible half-time interventionist who works with identified students (across all groups and sub-groups).	53.00	92.00	95.00	99.00
Hispanic Growth Percentile - Math				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
English Learner Growth Percentile - Math				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
Diverse Learner Growth Percentile - Math				
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics.	(Blank)	(Blank)	95.00	99.00
National School Attainment Percentile - Reading (Grades 3-8)				
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00
National School Attainment Percentile - Math (Grades 3-8)				
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00
National School Attainment Percentile - Reading (Grade 2)				
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00
National School Attainment Percentile - Math (Grade 2)				
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00
% of Students Making Sufficient Annual Progress on ACCESS				
N/A. Skinner North does not currently have any students who are required to take ACCESS.	(Blank)	(Blank)	0.00	0.00
Average Daily Attendance Rate				
Prior year's Attendance Rates were: 96.8% and 96.7%. This is the highest Attendance Rate among all elementary schools in Network 4. Since our attendance rate is so high, we expect to see only marginal gains at this current point in time. Skinner North will continue to partner with parents/families to maintain and/or improve our attendance rates in an appropriate manner over the next several years.	96.80	96.90	96.80	96.90
My Voice, My School 5 Essentials Survey				
Skinner North is considered, by the MVMS Survey, to be "Well Organized." Our goal is to maintain this "Well Organized" designation, along with our "1+" SQRP status. When looking at the 5 Sub-sections addressed/considered in the MVMS Survey, last year's results were seen across a range of ratings/designations: 1x "Neutral," 1x "Strong", and 3x "Very Strong." Our goal is that all Sub-sections rate at a "Strong" or "Very Strong" designation and that no individual section declines in its designation either. Thus, we are looking for Zero "Neutral Ratings," and a minimum of Three "Very Strong" ratings, for the next administration of the MVMS Survey.	(Blank)	(Blank)	(Blank)	(Blank)

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

empower the ILT to create, plan for, and support teacher-led professional learning teams that meet frequently and regularly to better understand and refine CCSS aligned instructional plans and student assessments with a focus on differentiation using an ongoing cycle of inquiry approach to monitor implementation

...then we see...

an increase in teachers collaboratively using a Backwards Design approach to planning, refining and implementing vertically aligned curriculum maps and units that prioritize differentiated practices that support individual student learning

...which leads to...

a fully collaborative teaching community that aims to support student growth as demonstrated by the percent of students meeting/exceeding National Growth Norms on NWEA/MAP, inclusive of all subgroups at Skinner North..

Tags:

Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning

Area(s) of focus:

1

Action step Responsible Timeframe Evidence for status 

Status

A master schedule for all teacher-led professional learning team meetings will be created and updated as needed. This includes: ILT (Monthly), PLC & MTSS (twice each quarter), and Grade Level Teams (weekly meetings, and quarterly release days).

Ethan/Katie

Jul 1, 2016 to
Aug 15, 2016

Master Schedule

On-Track

MTSS, ILT, Plc, Master schedule, Grade level teams

The ILT will develop a teacher-learning plan that incorporates elements of: Backwards Design, William & Mary Classroom Observation Scales, CCSS & NGSS Standards, and Tomlinson Research with explicit links to the REACH Framework.

Ethan/Katie/ILT

Jul 1, 2016 to
Aug 15, 2016

Completed Plan to be used during
the 20162017 school year

On-Track

Specialized Academic Programs - Gifted, ILT, Reach, Ccss, Ngss, Backwards design

Implementation & monitoring/updating of the ILT developed teacher-learning plan

Ethan/Katie/ILT

Aug 15, 2016 to
Jun 30, 2017

Professional Learning Team
Agendas/Minutes

On-Track

ILT, Reach, Ccss

Teacher-Learning Teams will participate in and facilitate peer observations & walk through sessions focused on differentiated instruction

ILT/PLCs

Aug 15, 2016 to
Jun 30, 2017

Collected Data & Feedback to
Staff

On-Track

Differentiated instruction, Observations, Learning walk,

Grade level teams

Teachers will participate in analysis of student assessment data to better differentiate instruction	Grade Level Teams	Aug 15, 2016 to Jun 30, 2017	Completed Assessment Toolkits	On-Track
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Diverse Learners, Differentiated instruction, Data analysis

Teachers will engage in reflective planning & practice including: unit design/feedback loops, end of unit reflections/updates, self-assessment/goal setting, and Mentoring/Coaching	ILT/PLCs	Aug 15, 2016 to Jun 30, 2017	Completion of self-assessments and ongoing participation in feedback loops	On-Track
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Instructional Coaching, Reflection, Goalsetting, Self assessment

Strategy 2

If we do...

support teachers in consistent implementation of social-emotional learning standards and supports, and focus on providing students with leadership and service learning opportunities while fostering an inclusive school community

...then we see...

students engaged in a multitude of student centered activities through their holistic school experiences at Skinner North

...which leads to...

an increasing amount of collective student ownership and responsibility for the overall well-being of the larger school community.

Tags:

Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
100% of teachers will implement Responsive Classroom (K-4), Developmental Designs (5-8), and 2nd Step (K-8) with elements including morning meeting/CPR, rules/logical consequences, guided discovery, classroom organization, academic choice, and assessment/reporting.	Ethan/Katie	Aug 15, 2016 to Jun 30, 2017	Observations, Instructional Rounds and peer feedback	On-Track

SEL, Observations, Responsive classroom, Developmental designs, Second step

The school will provide opportunities for community building events, such as: spirit week, buddy classrooms, random act of kindness week, allergy awareness week, specials nights, and other special events and/or assemblies.	ILT	Aug 15, 2016 to Jun 30, 2017	Calendar of school events	On-Track
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Climate and Culture, Culture of learning

The school will maintain and enhance student leadership and student council opportunities, including school-wide rule creation	Ethan/Katie	Aug 15, 2016 to Jun 30, 2017	Student-created rules and schedule of student council meetings	On-Track
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Leadership, Student council

Service learning opportunities will be embedded in after school programming as well as during school service days/events.	ILT	Aug 15, 2016 to Jun 30, 2017	Calendar of school events	On-Track
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Student enrichment, Service learning

Maintain 30-20-10 status, Creative School Certification and SEL exemplary school status.	Ethan/Katie/ILT	Aug 15, 2016 to Jun 30, 2017	School's Master Schedule and maintain earned designations and certifications	On-Track
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SEL, Student Health & Wellness, Fine arts

Provide before and after school programs for students facilitated by staff trained in Responsive Classroom and Developmental Designs.	YG Staff	Aug 15, 2016 to Jun 30, 2017	Menu of programs offered by YG and ASAS	On-Track
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Student enrichment, After-school

Teachers in 4th and 7th grade will incorporate executive functioning curriculum into their instruction.	ILT	Aug 15, 2016 to Jun 30, 2017	Implementation of plans and lessons	On-Track
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Executive functioning

Strategy 3

If we do...

foster meaningful opportunities for parent and community partnerships through organizational structures and collaborative groups in an effort to both support parents and families and to simultaneously increase involvement while leveraging their diverse life experiences and expertise to benefit all students at Skinner North

...then we see...

both an increase in home and school connections as well as more participation in parent/school organizations and committees, school events, forums and trainings as well as in terms of volunteering in classrooms, while also increasing what services the school is able to provide to families,

...which leads to...

a positive and collaborative school culture and climate that embraces diversity and serves as a community hub for all students, parents and families.

Tags:

Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement

Area(s) of focus:

3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Foster growth and support roles and goals of the following groups: Local School Council and Friends of Skinner North.	Ethan/Katie	Jul 1, 2016 to Jun 30, 2017	Schedule of organizations and committees	On-Track

Parental involvement, Diversity, Parent partnerships, Lsc, Parent engagement

Train and support parent volunteers to help in classrooms, serve as resources and plan events for students	Ethan/Katie/ILT	Aug 15, 2016 to Jun 30, 2017	Volunteer schedule and master schedule of events	On-Track
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Volunteer

Provide opportunities for parents to learn more about the school, such as: curriculum nights, SEL workshops, forums and other events	Ethan/Katie/ILT	Aug 15, 2016 to Jun 30, 2017	Master schedule of events	On-Track
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SEL, Parent partnerships

Provide parents with meaningful ways to share feedback and suggestions, such as: Forums, surveys, state-of-school meetings and LSC sessions	Ethan/Katie	Aug 15, 2016 to Jun 30, 2017	presentations, surveys, feedback collection tools	On-Track
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Parent partnerships, Lsc

Offer before and after school programs, cultural events and weeks dedicated to better understanding and accepting of all students and families	Ethan/Kate	Aug 15, 2016 to Jun 30, 2017	presentations, surveys, feedback collection tools	Behind
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Diversity, Parent partnerships, Inclusion

Action Plan

District priority and action step	Responsible	Start	End	Status
+ A master schedule for all teacher-led professional learning team meetings will be created and updated as needed. This includes: ILT (Monthly), PLC & MTSS (twice each quarter), and Grade Level Teams (weekly meetings, and quarterly release days). Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, MTSS, ILT, Plc, Master schedule, Grade level teams	Ethan/Katie	Jul 1, 2016	Aug 15, 2016	On-Track
+ The ILT will develop a teacher-learning plan that incorporates elements of: Backwards Design, William & Mary Classroom Observation Scales, CCSS & NGSS Standards, and Tomlinson Research with explicit links to the REACH Framework. Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, Specialized Academic Programs - Gifted, ILT, Reach, Ccss, Ngss, Backwards design	Ethan/Katie/ILT	Jul 1, 2016	Aug 15, 2016	On-Track
+ Implementation & monitoring/updating of the ILT developed teacher-learning plan Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, ILT, Reach, Ccss	Ethan/Katie/ILT	Aug 15, 2016	Jun 30, 2017	On-Track
+ Teacher-Learning Teams will participate in and facilitate peer observations & walk through sessions focused on differentiated instruction Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, Differentiated instruction, Observations, Learning walk, Grade level teams	ILT/PLCs	Aug 15, 2016	Jun 30, 2017	On-Track
+ Teachers will participate in analysis of student assessment data to better differentiate instruction Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, Diverse Learners, Differentiated instruction, Data analysis	Grade Level Teams	Aug 15, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Teachers will engage in reflective planning & practice including: unit design/feedback loops, end of unit reflections/updates, self-assessment/goal setting, and Mentoring/Coaching Tags: Math, Curriculum Design, Data Use, ILT, Instruction, Academic gain, Differentiated instruction, Rigorous tasks, Literacy, Planning, Instructional Coaching, Reflection, Goalsetting, Self assessment	ILT/PLCs	Aug 15, 2016	Jun 30, 2017	On-Track
✚ 100% of teachers will implement Responsive Classroom (K-4), Developmental Designs (5-8), and 2nd Step (K-8) with elements including morning meeting/CPR, rules/logical consequences, guided discovery, classroom organization, academic choice, and assessment/reporting. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, SEL, Observations, Responsive classroom, Developmental designs, Second step	Ethan/Katie	Aug 15, 2016	Jun 30, 2017	On-Track
✚ The school will provide opportunities for community building events, such as: spirit week, buddy classrooms, random act of kindness week, allergy awareness week, specials nights, and other special events and/or assemblies. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, Climate and Culture, Culture of learning	ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ The school will maintain and enhance student leadership and student council opportunities, including school-wide rule creation Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, Leadership, Student council	Ethan/Katie	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Service learning opportunities will be embedded in after school programming as well as during school service days/events. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, Student enrichment, Service learning	ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Maintain 30-20-10 status, Creative School Certification and SEL exemplary school status. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, SEL, Student Health & Wellness, Fine arts	Ethan/Katie/ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Provide before and after school programs for students facilitated by staff trained in Responsive Classroom and Developmental Designs. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, Student enrichment, After-school	YG Staff	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Teachers in 4th and 7th grade will incorporate executive functioning curriculum into their instruction. Tags: Behavior and Safety, Climate and Culture, SEL, Personalized Learning, School climate, Community, Culture of learning, Student engagement, Executive functioning	ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Foster growth and support roles and goals of the following groups: Local School Council and Friends of Skinner North. Tags: Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement, Parental involvement, Diversity, Parent partnerships, Lsc, Parent engagement	Ethan/Katie	Jul 1, 2016	Jun 30, 2017	On-Track
✚ Train and support parent volunteers to help in classrooms, serve as resources and plan events for students Tags: Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement, Volunteer	Ethan/Katie/ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Provide opportunities for parents to learn more about the school, such as: curriculum nights, SEL workshops, forums and other events Tags: Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement, SEL, Parent partnerships	Ethan/Katie/ILT	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Provide parents with meaningful ways to share feedback and suggestions, such as: Forums, surveys, state-of-school meetings and LSC sessions Tags: Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement, Parent partnerships, Lsc	Ethan/Katie	Aug 15, 2016	Jun 30, 2017	On-Track
✚ Offer before and after school programs, cultural events and weeks dedicated to better understanding and accepting of all students and families Tags: Family and Community Engagement, Parental involvement, Parent partnerships, Lsc, Volunteer, Parent engagement, Diversity, Parent partnerships, Inclusion	Ethan/Kate	Aug 15, 2016	Jun 30, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

☐ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

☐ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

☐ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

Parents are involved in CIWP development and review.
Skinner North also has an active LSC and robust Friends of... organization.
The principal and assistant principal conduct 2 State of the School addresses each year.
The school sends out surveys on a variety of topics for parent input on a regular basis.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

N/A, Skinner North does not receive Title I funds.

Each August the school hosts a Back-to-School Event and in September a formalized Open House Event for parents/children.
Skinner North's LSC meets monthly, as do the 3 sub-committees under their jurisdiction
The Friends of Skinner North has Quarterly meetings, and more frequent committee meetings
The principal and assistant principal conduct 2 State of the School addresses each year.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

The principal and assistant principal share school-wide data with parents
Clear descriptors are explanations are sent to parents when any student-level data is sent home
Open House Events serve as an opportunity for parents to learn about the school's curriculum as do other periodic family/parent events and workshops

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

N/A, Skinner North does not receive Title I funds.

Parents have many venues for input/participation at Skinner North
There are 3 LSC Committees, many Friends of Skinner North Committees, and a Diversity Committee in place
Workshops and events occur throughout the year to gather parent input and to share progress on CIWP and other goals
Skinner North treats parents like partners and values their input

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

School-wide data is shared though 2 State of the School Addresses each year
Summary data is also available on the school's website
Individual student level data is sent home in a timely manner (NWEA, PARCC, etc). along with guides to understand/explain the data

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

No teacher at Skinner North is "not highly qualified" if they were in this category parents would be informed via letters, mail and email as well as plans to fix the situation

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

School-wide data is shared though 2 State of the School Addresses each year
Individual student level data is sent home in a timely manner (NWEA, PARCC, etc). along with guides to understand/explain the data
The principal and assistant principal have met with individual families to help them understand the data reports, and also present public/open workshops on NWEA/PARCC

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

Skinner north encourages a high level of parent participation and involvement
The school staff hosts 3 content/skill focused events each year around: Literacy, Mathematics and Science
The school's specials teachers also host events around Spanish, Music, Art, PE and Health each year
Workshops for parents on NWEA/PARCC, Responsive Classroom and Growth Mindsets also occur each year (organized by ILT and other school staff)

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

Parents at Skinner North are respected and valued as equal partners in the school.
Many events and opportunities for input exist at the school level, and occur throughout the entire school year.
Parent voice has resulted in the creation of before and after school programs that meet student needs
Teachers encourage parents to volunteer in classrooms and other capacities at the school
The Friends of Skinner North has multiple parent/teacher events and outings each year to help build a cohesive community

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

Skinner North does not have any Pre-School programs associated with the school. It is a K-8 Selective Enrollment Elementary School.
Many events exist/occur at the school level that integrate parent programs and activities with a full range of school-led programs

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

N/A, Skinner North does not receive Title I funds.

The school is in constant communication with parents. Teachers share student progress and activities through: letters home, emails, and teacher websites
The principal and assistant principal send out weekly email updates.
Information on school events is also shared through: letters home, emails, robocalls, twitter and the school's webpage
The LSC and Friends of Skinner North Organization also share information through public and open meetings, and the same venues as listed above.

Policy Implementation Activities

- ☒ The LSC will approve the school improvement plan and monitor the CIWP.
- ☒ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- ☒ The school will coordinate the parent involvement programs identified in the CIWP.
- ☒ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A, Skinner North does not receive Title I funds.

The school leadership team will be sure to monitor/facilitate activities as outlined in the CIWP, and as outlined in the "Policy Implementation Activities" Section as well.

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Skinner North's mission is to grow students into academically adept and socially-minded adults. More specifically, Skinner North will provide rigorous, differentiated instruction to all students. This will be accomplished with a clear focus on teaching the whole child in an academically advanced environment as we work to establish norms of highly successful and socially motivated individuals in a community-centered environment that promotes collaboration and leadership, while also celebrating the diversity of the students, families and staff.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Formal parent-teacher-student conferences occur according to the CPS Academic Calendar twice each year. These conferences are collaborative in nature and facilitated by classroom teachers in grades KDG-3. In grades 4-5 homeroom teachers meet with parents, unless the parent requests to speak to a different teacher instead or as well. In grades 6-8 the conferences make use of portfolios and are more akin to student presentations on their learning, progress and goals. Teachers are also available to meet with parents at any time during the year at the request of a parent.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Student based reports are distributed following the CPS Academic Calendar. Progress Reports are provided every 5th week of a quarter (4 times total per year), and Report Cards 4 times per year as well. Parents are encouraged to use Parent Portal to see up to the minute, real-time, grades of their students. Classroom Teachers and the MTSS Teams both reach out to families when needed to assist in helping students grow academically and socially.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Skinner North has an open door policy. The principal and assistant principal are always available to meet with staff, parents and students. Both school leaders are very responsive in-person, via email, phone and in some cases text as well. They strive to help all school stakeholders while keeping the school running smoothly. The school counselor works closely with many families and classroom and specials teachers are available for scheduled meetings before and after school, as well as some parts of the actual school day. They too are responsive via email and phone to collaborate with parents.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Skinner North has a very collaborative school environment. Parents are able to observe their students and classrooms at any time upon request to the principal. When for a particular issue a joint-observer such as the counselor or a clinician may be invited to observe as well. Parents who wish to volunteer in the school and/or classroom will need to follow the correct CPS volunteer as outlined by the district. Once parents are cleared to volunteer they can do so in a wide variety of capacities. Classroom Teachers, Specials Teachers, Room Parents and FoSN Committee Leaders coordinate volunteers for different daily needs or events. Parents have in the past: worked with small groups of students, served on parent Patrol, helped with office tasks, and to help teachers prepare materials for lessons. Parents have also served as guest speakers to share insight into different careers and areas of student-interest.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents at Skinner North are invested in the progress and achievement of their children/students. The school leadership team, as well as teachers, collaborate with parents around attendance issues, homework completion, and on quarterly projects. Teachers use a variety of means to share classroom happenings and assignments: letters home, emails, phone calls, in some cases text-messages, website updates and in-person reminders. The Skinner North staff and parent body truly collaborate and support each other in meaningful ways.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Skinner North works very in-depth with parents around educational issues and initiatives. School leaders host open forums, parent events around CIWP, data, and other topics, as well as event planning and thematic inquiry. Parents are also surveyed around a variety of issues and have helped shape the before and after school programming offered at the school. The LSC and Friends of Skinner North also have a plethora of ways in which parents can become/remain engaged in the school's collaborative climate and culture.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are central to the entire purpose of schooling. It is critical, as described in the Skinner North Vision and Mission, that students become active participants in their learning, and well rounded in both academic and social-emotional capacities. Students have active voice in the classroom, share interests with teachers, and help shape their inquiry. This is especially evident in Quarterly Projects, including work on such areas as History and Science Fairs as well. School-wide students in every classroom (grades 1-8) shared in created school-wide norms and rules. Each class nominated representatives who came together to craft the publicly shared norms/rules and presented them to peers. Students have also demonstrated leadership capacity through participation in Student Council, Service Learning Groups and projects and choice of specials/elective classes in grades 7-8.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

N/A, Skinner North does not receive Title I funds.

The school will host many ongoing parent and family events each year. These include: NWEA/PARCC information sessions, content area nights (Literacy, Math and Science), specials nights (Art, Music, Spanish and PE/Health), 2 State of the School Addresses, LSC and FoSN meetings, parent workshops on Responsive Classroom, parent/teacher coffee meetings and social events, as well as programming for parents and families. Parents are also provided with NWEA and PARCC data along with explanatory documents and parent meetings/seminars on the data and its use.

These events occur throughout the year, and multiple events occur each month during the school year, with less frequent summer events.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	0	.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00