

Mark Skinner Elementary School 2020-2022 plan summary

Team

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Team Meetings

No meetings saved for this plan.

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.

- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:**
- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:**

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning

- 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:**
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:**
- 4 - Balanced Assessment and Grading
 - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 4 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 4 Improve and promote assessment literacy
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:**
- 2 - MTSS
 - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)

- 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
- 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 4 - Transitions, College & Career Access, & Persistence
 - 3 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)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 4 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:**

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 3 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:**

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:**
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:**

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	5
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	4
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Vision: NWEA Attainment G2-8 (Reading)</p> <p>Although our reading growth percentile is at the 87th percentile, it is still lower than our math growth percentile which is at the 94th percentile</p>	Overall		90.00	91.00
<p>SQRP: National School Attainment Percentile - Reading (Grade 2)</p> <p>We want to reduce the number of students who are below the 50th percentile in reading on NWEA</p>	Overall		10.00	15.00
<p>SQRP: National School Attainment Percentile - Math (Grades 3-8)</p> <p>We want to reduce the number of students who are below the 50th percentile in math on NWEA</p>	Overall		10.00	15.00
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>We want to increase the Growth Percentile of Diverse Learners</p>	Students with IEPs		40.00	45.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p> <p>We want to increase the percent of students making sufficient progress on ACCESS from 55.9 to higher</p>	EL		60.00	65.00

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey				4.00	5.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Increase the response from students, teachers and parents on the My Voice, My School 5 Essentials Survey					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If we provide a full implementation system of academic, behavior and social emotional supports for all of ur students- Tiers 1,2 and 3,
Then we see...	then we will provide a more supportive, nurturing and responsive school climate
which leads to...	greater academic and social and emotional growth for our students.
Budget Description	
Tags	MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> (Not started) Clearly define the role and expectations of the counselor in supporting students in all three tiers in response to their academic, social/emotional and behavior needs, college and career readiness and school wide social/ emotional activities. <p>Tags:MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Shared Leadership, OSEL: SEL Instruction</p> <ul style="list-style-type: none"> (Not started) Provide training for all teachers and staff on multi-tiered level of supports and protocols with an emphasis on developing effective behavior plans. <p>Tags:Supportive and Equitable Approaches to Discipline, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring</p>

	<ul style="list-style-type: none"> • (Not started) Establish an MTSS school team and set a regular meeting schedule. Tags:MTSS: Shared Leadership • (Not started) Hire an adequate number of staff to provide pull-out intervention for target students who fall below the 50th percentile on NWEA in reading and math. Tags:Assessment: Monitoring Student Learning to Support Growth, Budget & Grants, CBE: Supports, Interventions, or Extensions, MTSS: Progress Monitoring • (Not started) Communicate to parents /guardians the additional supports/interventions provided to their child. Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Progress Monitoring • (Not started) Implement a " Check-in/Check-out " system to support students on Tier 2 and Tier 3 for behavior intervention Tags:Relational Trust, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices, OSEL: Tier 2 and 3 Interventions • (Not started) Encourage teachers to participate in professional development opportunities on MTSS. Tags:Leadership for Continuous Improvement, MTSS, MTSS: Fidelity of Implementation
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Strategy 2

If we do...	If we implement a horizontally and vertically aligned Skinner based on Common Core standards, utilize aligned resources and professional development,
Then we see...	our teachers will be able to provide continuity of instruction across all grade levels in social studies, reading and math
which leads to...	greater academic achievement and student engagement for all learners.
Budget Description	
Tags	Leadership for Continuous Improvement, Curriculum, Instruction
Action steps	<ul style="list-style-type: none"> • (Not started) Create team leaders at grade level bands to organize, meet and discuss vertical and horizontal alignment of Skinner's curriculum in social studies,

	<p>reading and math. The team will focus on class novels in reading, projects in social studies and math skills that must be mastered at each grade level.</p> <p>Tags:Leadership for Continuous Improvement, Curriculum, Instruction, Math: Curriculum</p> <ul style="list-style-type: none"> • (Not started) The vertical team will review new social studies textbooks and recommend a series for adoption for all grade levels. <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> • (Not started) The vertical team will also review and suggests digital supports for our new social studies series. <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> • (Not started) If remote learning continues into the fall, teachers will collaborate in grade level teams on delivery of remote learning engagement/instruction, activities and resources for greater continuity at each grade level. <p>Tags:Curriculum, Instruction</p> <ul style="list-style-type: none"> • (Not started) Participate in Fall NWEA testing at all grade levels (if CPS permits) to get data on student achievement due to school closure days. <p>Tags:Assessment: Assessment Plan Voting Procedures, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> • (Not started) Encourage professional development on all topics of school wide and personal need. <p>Tags:Leadership for Continuous Improvement</p>
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Strategy 3

If we do...	If we implement school wide policies and procedures that emphasize proactive, instructive and restorative approaches to discipline , safety and order,
Then we see...	then we will increase positive student behaviors
which leads to...	improved classroom and school climate.
Budget Description	
Tags	Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline

Action steps	<ul style="list-style-type: none"> • (Not started) PROACTIVE - Reinforce positive student behavior with clear expectations, routines and procedures throughout the school year. Tags:Physical and Emotional Safety, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) INSTRUCTIVE - Intentionally teach competencies outlined in Illinois Social and Emotional Learning Standards at all grade levels- especially conflict resolution skills, anti-bullying behaviors, social media awareness and Internet safety. The school counselor will plan school wide activities on these topics for students and a social media awareness night for parents. Tags:Physical and Emotional Safety, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) RESTORATIVE- Designate a staff person to lead centrally managed response to behaviors using consistent, restorative procedures- " Chill-out" or calming " room for reflection, interventions and class assignments. Tags:Supportive and Equitable Approaches to Discipline, OSEL: Supportive School Environment • (Not started) Continue positive incentives for students within the classroom and school wide. Tags:OSEL: Supportive School Environment • (Not started) Create a Behavior Health Committee to address restorative approaches to discipline and character building . Tags:OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (Not started) Provide an SEL teacher to implement social/emotional learning standards at all grade levels. Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment
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Strategy 4

If we do...	If we foster respectful, supportive and caring student to student, staff to student, staff to staff interactions with strong norms for responsible behavior and relational trust,
Then we see...	then students and staff continue to develop a sense of belonging to the school and classroom community
which leads to...	more engagement in school life.

Budget Description	
Tags	Relational Trust, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Implement school-wide projects /initiatives that give students voices, build culture and hold us to collective responsibility through Student Council and other activities. Continue all extracurricular activities for building a greater sense of community among all three programs- Classical, Neighborhood and Diverse Learners.</p> <p>Tags:Relational Trust, SSCE: Student Voice</p> <p>• (Not started) Recognize student achievements school wide including academic growth, high levels of academic achievement, positive student behavior, participation in extra curricular activities, effort and hard work.</p> <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life, Assessment: Monitoring Student Learning to Support Growth</p> <p>• (Not started) Plan a special welcome for new students who enroll after summer orientation.</p> <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life</p> <p>• (Not started) Embed additional multicultural themes/activities throughout the school year.</p> <p>Tags:Relational Trust, Equity: Inclusive Partnerships</p> <p>• (Not started) Establish teacher/staff Student Council sponsors.</p> <p>Tags:Student Voice, Engagement, and Civic Life, Teacher Leader Development & Innovation: Teacher Teams</p> <p>• (Not started) Create opportunities for students to share their voice about school life and activities with teachers and administration.</p> <p>Tags:Relational Trust, Student Voice, Engagement, and Civic Life</p> <p>• (Not started) Continue our Instructional Leadership Team with a regular meeting schedule.</p> <p>Tags:Leadership for Continuous Improvement</p> <p>• (Not started) Encourage all teachers to sign up for a school committee at the beginning of the school year.</p> <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Relational Trust</p>

Action Plan

Strategy 1

Clearly define the role and expectations of the counselor in supporting students in all three tiers in response to their academic, social/emotional and behavior needs, college and career readiness and school wide social/ emotional activities.

Sep 08, 2020 to Oct 09, 2020 - Administration, counselor

Provide training for all teachers and staff on multi-tiered level of supports and protocols with an emphasis on developing effective behavior plans.

Aug 31, 2020 to Jun 11, 2021 - Administration, ILT, Counselor

Establish an MTSS school team and set a regular meeting schedule.

Aug 31, 2020 to Oct 09, 2020 - Administration and ILT

Hire an adequate number of staff to provide pull-out intervention for target students who fall below the 50th percentile on NWEA in reading and math.

Aug 31, 2020 to Jun 04, 2021 - Administration and LSC

Communicate to parents /guardians the additional supports/interventions provided to their child.

Oct 12, 2020 to Jun 17, 2021 - MTSS Team, Classroom Teacher

Implement a " Check-in/Check-out " system to support students on Tier 2 and Tier 3 for behavior intervention

Oct 19, 2020 to Jun 18, 2021 - MTSS Team, Counselor, Administration

Encourage teachers to participate in professional development opportunities on MTSS.

Aug 31, 2020 to Jun 18, 2021 -

Strategy 2

Create team leaders at grade level bands to organize, meet and discuss vertical and horizontal alignment of Skinner's curriculum in social studies, reading and math. The team will focus on class novels in reading, projects in social studies and math skills that must be mastered at each grade level.

Aug 31, 2020 to Feb 05, 2021 - Administration, ILT, Teachers

The vertical team will review new social studies textbooks and recommend a series for adoption for all grade levels.

Aug 31, 2020 to Jan 29, 2021 - Teacher Teams

The vertical team will also review and suggests digital supports for our new social studies series.

Aug 31, 2020 to Jan 29, 2021 - Teacher Teams

If remote learning continues into the fall, teachers will collaborate in grade level teams on delivery of remote learning engagement/instruction, activities and resources for greater continuity at each grade level.

Aug 24, 2020 to Sep 11, 2020 - Teacher Teams

Participate in Fall NWEA testing at all grade levels (if CPS permits) to get data on student achievement due to school closure days.

Sep 01, 2020 to Oct 23, 2020 - Administration, Teachers

Encourage professional development on all topics of school wide and personal need.

Aug 31, 2020 to Jun 18, 2021 - Administration, ILT

Strategy 3

PROACTIVE - Reinforce positive student behavior with clear expectations, routines and procedures throughout the school year.

Sep 09, 2020 to Jun 18, 2021 - Administration, Teachers and Staff

INSTRUCTIVE - Intentionally teach competencies outlined in Illinois Social and Emotional Learning Standards at all grade levels- especially conflict resolution skills, anti-bullying behaviors, social media awareness and Internet safety. The school counselor will plan school wide activities on these topics for students and a social media awareness night for parents.

Sep 14, 2020 to May 28, 2021 - Counselor, SEL teachers

RESTORATIVE- Designate a staff person to lead centrally managed response to behaviors using consistent, restorative procedures- " Chill-out" or calming " room for reflection, interventions and class assignments.

Sep 14, 2020 to Jun 18, 2021 - Administration, Counselor, Behavior Health Committee

Continue positive incentives for students within the classroom and school wide.

Nov 02, 2020 to Jun 18, 2021 - ILT, Administration, Clerks,Teachers

Create a Behavior Health Committee to address restorative approaches to discipline and character building .

Aug 31, 2020 to Jun 11, 2021 - Administration, Teachers

Provide an SEL teacher to implement social/emotional learning standards at all grade levels.

Jul 01, 2020 to Sep 11, 2020 - Principal

Strategy 4

Implement school-wide projects /initiatives that give students voices, build culture and hold us to collective responsibility through Student Council and other activities. Continue all extracurricular activities for building a greater sense of community among all three programs- Classical, Neighborhood and Diverse Learners.

Sep 21, 2020 to Jun 11, 2021 - Teachers and Staff

Recognize student achievements school wide including academic growth, high levels of academic achievement, positive student behavior, participation in extra curricular activities, effort and hard work.

Oct 05, 2020 to Jun 11, 2021 - Teachers , Staff , Administration

Plan a special welcome for new students who enroll after summer orientation.

Sep 07, 2020 to Jun 11, 2021 - Teachers, Staff Administration

Embed additional multicultural themes/activities throughout the school year.

Sep 21, 2020 to Jun 11, 2021 - Teachers, Staff , Administration

Establish teacher/staff Student Council sponsors.

Sep 21, 2020 to Oct 16, 2020 - Teachers, Staff

Create opportunities for students to share their voice about school life and activities with teachers and administration.

Sep 21, 2020 to Jun 11, 2021 - Teachers, Staff, Administration

Continue our Instructional Leadership Team with a regular meeting schedule.

Aug 24, 2020 to Jun 11, 2021 - ILT

Encourage all teachers to sign up for a school committee at the beginning of the school year.

Aug 24, 2020 to Oct 09, 2020 - Teachers, Administration

Fund Compliance

ESSA Program

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ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[X]

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

(Blank)

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

(Blank)

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

(Blank)

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

(Blank)

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

(Blank)

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

(Blank)

Strategies to increase parent involvement, such as family literacy services.

(Blank)

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

(Blank)

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

(Blank)

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

(Blank)

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

(Blank)

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy (Complete)

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

We will continue to encourage parents to participate in all LSC Committees - School Improvement, Communication, Facilities, Bilingual, Special Education and Expansion. We will also encourage parent participation in our fund raising committees- Forum/PTO, Friends of Skinner West and Gallery 111

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

See above committees

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.

The school will disseminate NWEA and IAR student test results to parents annually.

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

Schools will assist parents of participating ESSA 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

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members 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

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

See parent committees above.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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

Skinner will continue our weekly newsletter to parents and community and continuously update our website.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

School-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.)

The Mark T. Skinner School is an exceptional community committed to helping a diverse student body achieve academic, social, and personal excellence through a partnership among children, parents, staff, and community.

In accordance with the Chicago School Reform Act, our mission is:

To provide a high quality education for our students in all subject areas;

To assess our educational program annually in order to ensure that students are prepared for the next level of academic achievement;

To effectively utilize all available resources to achieve these goals through effective management and communication, quality professional staffing and staff development, parental involvement & community partnerships.

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.

Parent teacher conferences will be held throughout the school year as requested by the teacher or parent. The school will especially emphasize parent participation during Report Card Pick-Up Days in November and April

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

Reports on student progress will be provided to parents through 5th week progress reports each marking period; dissemination of Report Cards each marking period and posting of grades in Aspen.

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

Staff will be available to parents during morning and after school conferences or during the school day during the teacher's available prep periods or lunch period.

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

Parents will be invited to complete the CPS volunteer application to support the school during class parties, field trips, school events, special class activities, assemblies, supporting club and fund raising activities.

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

Parents will support their child's learning through monitoring homework assignments, providing support and materials for special class projects, monitoring grades in Aspen, conferencing with the teacher with concerns regarding academic progress and behavior.

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

Parents are invited to attend Open House information sessions, may if desire to request a particular teacher, communicate with the teacher around academic, behavior and social and emotional concerns, IEP goals, 504 accommodations and MTSS support.

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 will share responsibility for improved academic achievement by completing and participating in class activities, doing homework and special projects, asking for assistance when needed, using study hall time wisely, monitoring grades in Aspen and turning assignments in on time and taking advantage of all extra credit opportunities.

Parent Budget (Complete)

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

N/A Our school does not receive Title 1 funds

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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	\$0.00

	Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement 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 and family engagement 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