



2012-2014 Continuous Improvement Work Plan

George W Tilton Elementary School

Garfield-Humboldt Elementary Network

223 N Keeler Ave Chicago, IL 60624

ISBE ID: 150162990252487

School ID: 610202

Oracle ID: 25621



Mission Statement

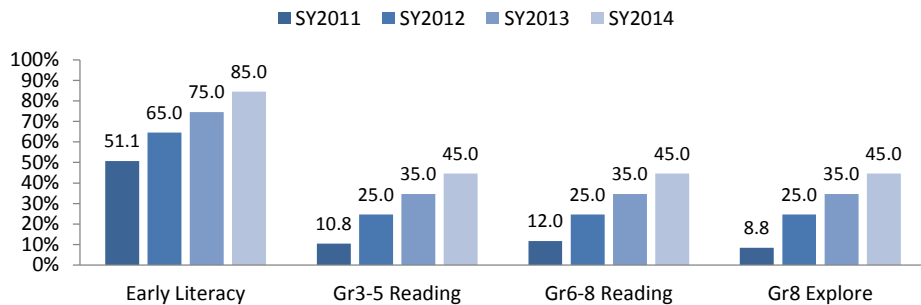
Our mission is to provide all students with successful educational experiences in a safe and least restricted environment, while integrating world language and technology throughout the core curriculum. We will utilize effective collaboration to analyze data in order to make unified instructional decisions and to establish rigorous instruction and high academic standards. As a result of challenging academic programs, Tilton's students will become college and career ready, capable of transferring their skills to become positive, contributing members of their community and society.

Strategic Priorities

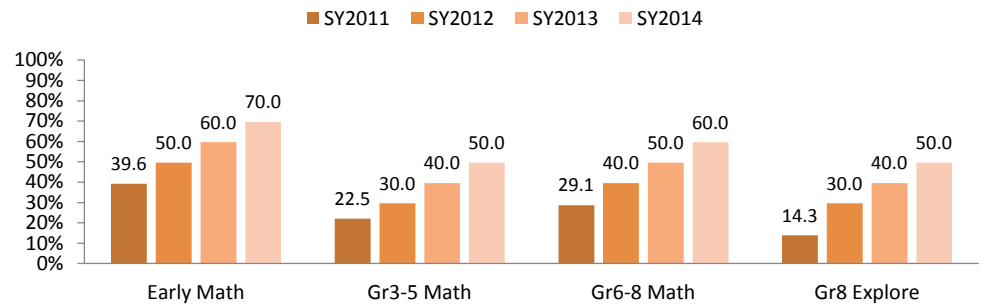
1. Effectively implementing Common Core aligned instruction across core subjects i.e. language arts, literacy, math, science and social studies supported by high quality texts.
2. Building a collaborative culture through high performing teams.
3. Create enrichment program for students during, before and after school programs that will enrich student curriculum and increase student learning with an emphasis on college and career readiness.
4. Creation of continuous improvement cycle focused on school climate.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	George W Tilton Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Sean Clayton	Principal
Lyntina Lampley	Assistant Principal
Patricia Holliday	Special Education Faculty
Jose Fernandez	LSC Member
Joyce Dockery	Classroom Teacher
Erica Williams-Clark	Classroom Teacher
Nakia Johnson	Classroom Teacher
Megan Ford	Classroom Teacher
Erma Mason	Parent/ Guardian
Vonzetta Williams	Parent/ Guardian
Jackie Beeks	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	51.1	65.0	75.0	85.0		Early Math % of students at Benchmark on mClass	39.6	50.0	60.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.8	25.0	35.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.5	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	29.0	49.0	59.0	69.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	36.8	55.0	65.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	12.0	25.0	35.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.1	40.0	50.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	21.4	56.0	66.0	76.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	46.2	53.0	63.0	73.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	8.8	25.0	35.0	45.0		Explore - Math % of students at college readiness benchmark	14.3	30.0	40.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.4	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	65.5	55.0	45.0	35.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	43.7	65.0	75.0	85.0		ISAT - Reading % of students exceeding state standards	3.5	12.0	22.0	32.0
ISAT - Mathematics % of students meeting or exceeding state standards	58.7	70.0	80.0	90.0		ISAT - Mathematics % of students exceeding state standards	10.0	20.0	30.0	40.0
ISAT - Science % of students meeting or exceeding state standards	54.4	65.0	75.0	85.0		ISAT - Science % of students exceeding state standards	1.3	10.0	20.0	30.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>We have worked aggressively at working as a Professional Learning Community to set clear and measurable goals. Our strategic plans have been implemented with fidelity and we have seen a 20% increase in student targeted growth on the Scantron; we have exceeded our goals set at the beginning of the school year. We are still working to identify the gaps in math and continue developing goals that will address the individual needs of all students by scheduling additional math minutes to address the foundational/basic needs of students.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Leadership provides professional development that correlates to the data being used in the teacher teams. Informal observations and feedback are provided throughout the year to support implementation of instructional practices and teacher growth. We are in the process of providing professional development to educate teachers in order to better prepare our students for college and careers. We have recently partnered with Gear Up to assist 7th and 8th grade students with the options that exist as they prepare for college and beyond; however, Gear Up only focuses on 7th and 8th, so our Instructional Leadership Team is working to partner with other agencies who will provide support and awareness that encompasses all grades and their families.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>We are working to build a culture where all teachers will be given an opportunity to perform as leaders within the school; however, presently most tasks are performed by the leadership team. The new administration will continue professional development to learn to build effective professional Learning Communities and increase leadership capacity. Teachers are more than willing to visit other schools to enhance their instructional practices which is something that the administration encourages and administration is working towards creating a schedule and budget that allows time for teachers to enhance their knowledge of effective instructional practices outside of Tilton.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Presently, the ILT is made up of teachers who represent all grade levels; however, special education, ancillary staff and pre-kindergarten are not represented. Therefore, other staff members will be joining the team to ensure that we have full representation throughout the school. Teacher teams meet bi-weekly to analyze data and implement action plans to present in team meetings in order to engage staff and get feedback in improving student performance as it relates to our school-wide goals. Currently our staff is developing a tool that allows the ILT to be reflective in their current practices.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Data is reviewed and analyzed and action plans are put in place at the ILT level. The actions plans are then presented in the Teacher Teams for teacher input and adjustments on a student level and the actions are carried out in the classrooms.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The network provides our school with year-long curricular pacing for math and reading that are aligned with the state standards. In the future, the network will provide year-long pacing which will be aligned to the common core standards. Our teachers will complete a reading inventory survey to address the concern that we have for our limited resources as it relates to our nonfiction and informational text on hand. Currently, we are in compliance with updated IEPS which reflect in the teachers' lesson plans.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each grade level uses instructional materials that are aligned with the state standards and addresses the needs of students with disabilities. A Language Arts series as well as the supplemental materials was purchased for grades 6-8 at the end of last year. We are currently reviewing the materials for Pre-K through 5 to ensure that these materials will address the common core standards which includes informational text, nonfictional text and complex text to address all students Pre-Kindergarten through eighth grades.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data is available to all teachers in order to monitor student learning regularly. The data is kept in a classroom binder and it updated weekly; however, it is not accessible schoolwide because the data bulletin board does not change from week to week, but we are working on designating someone to be responsible for updating school-wide data weekly. The network developed school-wide pre- and post-assessments and 5-week assessments to monitor student achievement. In addition to the quarterly Scantron and MClass and EOY ISAT. All assessments are aligned with the state standards and modified to accommodate students with special needs and disabilities.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>The implementation of the ARS-17 and AMAT has assisted in clearly identifying the focus of instruction and the curriculum directly correlates with the standards. An instructional plan was created to guide and enhance the instructional practices within our Literacy program. Currently our teachers promote higher order thinking skills to increase rigor, relevance and respectful relationships in the classroom; however, this instructional practice is an ongoing process that is continuously monitored.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Tilton has a systematic approach to administering assessments. Currently, Tilton uses MClass, Scantron, AMAT(5-week assessments) and ARS-17 (5-week assessments) to identify where students are at academically at the beginning of the year and as an ongoing tool to monitor students' growth. We are researching other assessment tools similar to the MClass where we can effectively monitor students' growth in our 3rd - 8th grades. We use this assessment data to implement interventions (RTI) which include small group instruction, double literacy block as well as push-in support. The schedule will include more time for teachers to collaborate with their peers and other staff members to identify additional strategies that can be used to address the needs of those students who need intensive support. We are working on extending the math block with the full day schedule, which should provide an opportunity for more interventions. Our ILT meets bi</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Tilton will take advantage of the full day schedule to provide a systematic approach to professional development. The Network has provided continuous professional development opportunities that were relevant to the needs of our staff. In the future, with the full school day schedule we will take more advantage of that additional time to create a plan that would encompass professional development that is aligned to our school-wide priorities and goals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Each team is led by an ILT member/Team leader that meets on a weekly basis. Teachers collaborate to analyze formative assessment data, but we are in the process of changing the schedule to accommodate the need for more opportunities for long term and weekly planning as well as building our professional learning community. We are currently studying Dufour to enhance our understanding of the Professional Learning Communities, which we will focus on more this summer during professional development. The network provided Professional development last year to enhance our understanding of the protocol needed in order to establish team collaboration amongst our teachers.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Coaching at Tilton has not been systematic and needs to be adjusted. We need more consistency and we are working on developing a professional development and coaching plans that will identify teacher needs and offer instructional support and feedback that would increase teacher capacity. The professional development plan will encompass more guidance and direction for our new teachers as well as other staff members. Also, we will implement an induction/mentoring program that will focus more on our new staff members. This plan will also include opportunities for peer coaching and cross classroom visitation which will be helpful for those teachers who are struggling with a particular instructional techniques and the implementation of the common core standards. This will increase leadership capacity and shared ownership.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>In partnering with Gear-up there has been more of an emphasis on college and career development, however; we need to come up with a program that will encompass all grade levels. The ILT will come together over the summer to develop a plan that will help us to involve all staff members as we move forward in building a college going culture at Tilton. Presently, Tilton has an active student council where students have the opportunity to demonstrate their leadership abilities and we have found it to be extremely beneficial; however, we are adjusting the plan to include representatives from each grade level.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Our staff has worked diligently to build positive relationship with students through the school counselor, social worker, psychologist, teachers and staff members. Least Restrictive Environment ensures that all students are engaged in every aspect of the school community including school-wide assemblies, sports programs and after school activities. The amount of misconducts have decreased by 50%; however, it is an ongoing process and we have to continue to provide opportunities for reflection and growth for our staff.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>All teachers have been through a Positive Behavioral Interventions Support workshop; however, we are currently working on ensuring that the behavior plan is implemented by all staff members and closely monitored by administration to ensure that all classrooms are recognizing and supporting positive behavior. The utilization of PBIS has assisted with establishing and maintaining a safe and welcoming environment. With a 50% decrease in our misconducts, it is evident that the training has been beneficial but there is still some gaps with implementation and we are working aggressively to make</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal frequently meets with parents to present our quarterly data as well his open door policy throughout the year; however, there are still some gaps in communicating the relevance and the plan that has been implemented for improvement as it relates to their children. In order to ensure there is an open line of communication between teachers and families, all teachers will provide a syllabus, in the beginning of the school year to outline teacher expectations and how to support their child's learning at home. In addition to the syllabus, we will conduct an Open House where families will have an opportunity to meet with all staff members. Administration to communicate with parents the school-wide plan and relevance to their child's performance. Teachers will have an opportunity to communicate their expectations and parents</p>	
	Ongoing communication ----->			3
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Every staff member at Tilton, is involved in communicating with parents to identify and meet their students' needs. Home visits are completed as necessary as well as teachers are responsible for maintaining an up-to-date phone log where they are encouraged to contact at least 5 parents a week for academic concerns as well student achievements/successes. On the other hand, teachers need to do a better job of reaching out to families about individual</p>		
Bonding ----->			3	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Currently, we have an active parent room located within the school where parents are openly invited to come in and take part in parent workshops, school assemblies, and being a classroom volunteer. Nonetheless, the school needs to do a better a job in planning social events that would invite the parents and community members to come in and form partnerships. We are working on creating a plan that will include more family night activities which would enhance the school and home connection.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Within the school, Tilton utilizes the special services team to determine what additional services are needed in order to meet the academic as well as the emotional needs of students. We have developed a partnership with the PRIMO Center. However, we are currently working with our counselor to develop partnerships with social services agencies outside the school to further assist with</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Currently the school is working with Gear Up to expose our middle school students to college and career explorations; however, we are developing a plan that will include more opportunities for our students to explore their academic and career options i.e. career day, college tours, and after school internships.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Our 7th and 8th grade students are really involved in college and career planning. Some of them have even taken some of the advanced courses over the summer; however, we are working on involving all grade levels as well as ensuring that our counselor is participating in professional development that will better inform her of all of the opportunities that are available for students throughout the year.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>With the help of After School All Stars Keep Kids Learning, Tilton was able to incorporate several different activities of interest into the after school program for our K-8 students. As well as, our Boys and Girls Club which focuses Passage to Manhood and Creating Smart</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>At this time, our 8th graders have to complete the Explore Exam. We are working on increasing the rigor in all classrooms as we introduce the common core standards so that our students will be more successful on the Explore exam.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	DNA	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>During our Summer, we offer a Step Up to Kindergarten and Step up to 3rd grade program to help prepare our Pre-kindergarteners for Kindergarten and our second graders to third grade, as well as this past summer we had an opportunity to work with the Summer Reading for All to prepare/transition our K-2 students for the next grade level. There is also a huge push for student participation in Freshmen Connection with students transitioning from 8th to 9th. There is ongoing collaboration between our school counselor and families and the 8th grade teacher and students to identify high</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Currently, discretionary funds have been used to improve literacy, and integrate technology into the curriculum through the purchase of ELMOS, laptops, Achieve 3000 reading software, and Study Island. Tilton has worked aggressively in building partnerships with PRIMO Center for women and children, Boys and Girls Club, Gear UP, DePaul Athletic Center, Communities in Schools and Harris Bank. Tilton is currently working on using discretionary funds to impact PreK-8 in order to increase the awareness of college and career readiness. We will build relationships with the use of symposiums dealing with careers, READ 180 renewal, high school fairs, more informational	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Tilton works as a team to determine their hiring needs. A rubric, interview questions and modeling of lesson are part of the criteria. It is created to assess the individual's general knowledge, instructional practices/experience and philosophy of education. Tilton has connected with a variety of universities to make our school available to model/mentor teaching professionals. We have had five individuals come in within the last two years to come in and complete their practicums. The staff at Tilton works to identify the teachers' strengths and expertise to balance the expertise across the grade levels in order to build and/or increase professional and instructional capacity across the learning community. This provides Tilton staff members with the opportunity to vertically and horizontally collaborate to meet the needs of all students. The administration and staff are collaborating to build their professional	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	The master schedule is created/designed to meet the needs of students by including two-hour literacy block which encompasses intervention/enrichment and extended math time which allows for additional support to address the needs of all students and adjusted as needed. The schedule is created so that all teachers are available to collaborate on a specific day a week. Tilton is working on implementing a dedicated time for additional intensive interventions.	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Our mission is to provide all students with successful educational experiences in a safe and least restricted environment, while integrating world language and technology throughout the core curriculum. We will utilize effective collaboration to analyze data in order to make unified instructional decisions and to establish rigorous instruction and high academic standards. As a result of challenging academic programs, Tilton's students will become college and career ready, capable of transferring their skills to become positive, contributing members of their community and society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Effectively implementing Common Core aligned instruction across core subjects i.e. language arts, literacy, math, science and social studies supported by high quality texts.	We have to develop a clear understanding of the common core and as well as implement a rigorous curriculum that encompasses literacy, language arts, math, science and social studies. This will help increase students' performance. The Scantron shows that less than 50% of our students are meeting their growth targets for all grades as well as on the Explore exam only 8.8% of our students met the national standards.
2	Building a collaborative culture through high performing teams.	Enhance our professional learning community to help educators to become more skillful in teaching and to enrich and extend the learning for all students. This will improve student achievement . The ISAT data shows that less than 50% of our students are meeting and or exceeding.
3	Create enrichment program for students during, before and after school programs that will enrich student curriculum and increase student learning with an emphasis on college and career readiness.	Increase school-wide enrichment programs. These programs will increase student achievement in math and reading by 20%.
4	Creation of continuous improvement cycle focused on school climate.	Improving school climate will increase student success and engagement within the school.
5		



Strategic Priority 1

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

Strategic Priority Description	Rationale
Effectively implementing Common Core aligned instruction across core subjects i.e. language arts, literacy, math, science and social studies supported by high quality texts.	We have to develop a clear understanding of the common core and as well as implement a rigorous curriculum that encompasses literacy, language arts, math, science and social studies. This will help increase students' performance. The Scantron shows that less than 50% of our students are meeting their growth targets for all grades as well as on the Explore exam only 8.8% of our students met the national standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned across core subjects delivered by each teacher to each grade band.	Professional Development	All	ILT	Summer 2012	Summer 2013		
In each classroom, conduct an audit of existing texts aligned to Common Core Standards and invest in supplemental informational and nonfiction texts.	Instructional Materials	All	Clayton	Quarter 4	Summer 2012		
Professional Development for curriculum mapping and year long scope and sequence of the Common Core Standards delivered by teacher leaders to each grade band.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Professional Development of Implementation of the Common Core Standards along with curriculum mapping delivered by the GHN to each teacher leader.	Professional Development	All	ILT	Quarter 1	Summer 2013		
Professional Development consultant to deliver effective instructional practices on higher order thinking skills and increasing rigor, relevance and respectful relationships in the classroom.	Professional Development	All	Administration	Quarter 1	Quarter 4		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Building a collaborative culture through high performing teams.	Enhance our professional learning community to help educators to become more skillful in teaching and to enrich and extend the learning for all students. This will improve student achievement . The ISAT data shows that less than 50% of our students are meeting and or exceeding.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will receive a needs assessment to identify those areas where they need further development/professional growth.	Professional Development	All	Clayton	Summer 2012	Summer 2012		
Staff will receive a year long focused plan aligned to the school-wide priorities and growth goals.	Professional Development	All	ILT Team	Summer 2012	Quarter 4		
Teachers will meet weekly during their grade level band meetings to reflect on Professional Development and the progress of the year long plan.	ILT/ Teacher Teams	All	ILT Team	Quarter 1	Quarter 4		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Create enrichment program for students during, before and after school programs that will enrich student curriculum and increase student learning with an emphasis on college and career readiness.	Increase school-wide enrichment programs. These programs will increase student achievement in math and reading by 20%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish College and Career readiness session through Gear-up (grades 6-8) after school.	After School/ Extended Day	All	Middle School Teachers	Summer 2012	Quarter 4		
Establish a grant writing team to write grants to enhance our extracurricular programs.	After School/ Extended Day	All	ILT	Summer 2012	Quarter 4		
Leadership team establishes a relationship with local community vendors in addition to Communities in Schools to bring in more programs.	After School/ Extended Day	All	ILT	Summer 2012	Quarter 4		
School administrators and classroom teachers trained in SEL/Career Readiness curriculum for K-8 and identifies time after school schedule to implement.	Professional Development	All	Mr. Sean Clayton	Summer 2012	Quarter 4		
Implement an after school program that focuses on Reading, Math and Science and provides enrichment .	After School/ Extended Day	All	Lead Teacher	Quarter 1	Quarter 4		
Implement Saturday School for those students who need additional support in Reading and Math.	After School/ Extended Day	All	Lead Teacher	Quarter 2	Quarter 4		



Strategic Priority 3							



Strategic Priority 4

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

Strategic Priority Description	Rationale
Creation of continuous improvement cycle focused on school climate.	Improving school climate will increase student success and engagement within the school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate leadership team representative of the full staff, including an administrator.	ILT/ Teacher Teams	All	Mr. Sean Clayton	Quarter 1	Quarter 4		
Leadership team collects and assesses school-wide climate data. Define school wide expectations. Hold a school-wide expectations kick-off.	ILT/ Teacher Teams	All	Climate Leadership Team	Quarter 1	Quarter 4		
Leadership team establishes a student acknowledgement plan to encourage and celebrate expected behaviors. Focusing on areas of improvement to tweak policies.	ILT/ Teacher Teams	All	Climate Leadership Team	Quarter 1	Quarter 4		
Create school wide expectations booster after breaks. Focusing on areas of improvement to tweak policies. Establish a staff acknowledgement plan to encourage and celebrate staff buy in and consistent implementation.	ILT/ Teacher Teams	All	Climate Leadership Team	Quarter 1	Quarter 4		
Quarterly celebration with staff and students to celebrate improvements and acknowledge those exhibiting school-wide expectations.	ILT/ Teacher Teams	All	Mr. Sean Clayton	Quarter 1	Quarter 4		
School Climate leadership team trained in school-wide expectations model	ILT/ Teacher Teams	All	Mr. Sean Clayton	Quarter 1	Quarter 2		



Strategic Priority 4

