



George W Tilton Elementary School (/school-plans/430) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Clayton and Sherlock	Network 5 CIWP Introduction Meeting
02/08/2016	Hodge and Dockery	Network 5 CIWP working session
02/09/2016	Clayton, Hodge, Sherlock, Candelaria, Gryn, N. McGhee, Clark, Reid, Beasley, Losurdo, C. Haynes, K. Haynes, Barnes, Buckner, Dockery, Salazar, J. McGhee and Mitchell	ILT and Teacher Teams - Assign teams to dimensions/categories to assess, find evidence and score
02/12/2016	Hodge, Dockery, Sherlock, Buckner, N. McGhee, and Beasley	Score SEF dimensions and choose priorities
03/07/2016	Hodge	Network 5 CIWP Clinic

03/14/2016	Hodge, Dockery, Jackson, Sherlock, Buckner, N. McGhee, K. Haynes, Beasley	ILT CIWP Meeting - Strategies and Actions
03/15/2016	Hodge, Dockery, Jackson, Sherlock, Buckner, N. McGhee, K. Haynes, Beasley	ILT CIWP Meeting - Strategies and Actions
04/11/2016	Hodge and Sherlock	Network 5 CIWP Clinic
04/12/2016	Clayton, Hodge, Dockery, Jackson, Sherlock, Buckner, N. McGhee, K. Haynes, Beasley	ILT CIWP Meeting - Strategies and Actions
04/05/2016	Clayton, Hodge, Dockery, Buckner, Mitchell, Thorton,	LSC/PAC Meeting- Parent Plan
04/28/2016	Clayton, Hodge, Dockery, Jackson, Sherlock, Buckner, N. McGhee, K. Haynes, Beasley, Mitchell	ILT CIWP Meeting
05/23/2016	Clayton, Hodge, Dockery, Jackson, Sherlock, Buckner, N. McGhee, K. Haynes, Beasley, Mitchell	Final Review of CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

- Whole-school focus on professional development that supported by a collaborative culture surrounding STEM.
- Team of staff members, parents and community input when developing the CWIP
- Share the school's vision at LSC meetings, parent meetings, staff meetings, and with the community at Family STEM nights and report-card pick up and any opportunity given with stakeholders.
- Implementation of walking and reading program to ensure academic needs are met.
- Teachers partner to serve as a "cool down" place for students as part of their classroom management plan.
- Parent volunteers are shared among teachers and participate in STEM challenges.
- Teachers work with students at ability level in the after school program to meet the needs of all students.
- Build leadership capacity of teacher through assigned leadership roles in literacy, math, science, and culture/climate.
- Use the teacher teacher model to share best practices
- Build shared leadership through opportunities for teachers to lead professional development workshops for their colleagues.
- Include teacher leaders in decisions to modify/update CIWP.
- Utilize leadership skills when implementing new initiatives and/or curriculums to get teacher/staff buy-in
- Implement Network 5 initiatives (Haggerty, Sing-Spell-Read-Write)to ensure more students are at grade level in grades kdg.-2nd.
- Implement Study Island to support reading and math goals.
- Utilize suggested Common Core State Standards activities located on CPS Knowledge Center to support reading, ,math, science and social studies.
- Utilize REACH observations to gather evidence that inform shared decisions to improve teaching and learning.
- Use REACH questions to guide discussions to improve best practices
- Staff participate in develop CWIP and school priorities.
- Schedule weekly teacher team meetings
- Use REACH evaluations to engage in conversations to set goals.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

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- Agendas, action items, monthly meetings, variety of data sets.
- The ILT meets regularly to identify challenges, collect data and review evidence, exchange ideas and propose and implement solutions to the challenges, to analyze data school wide progress. Team members have open dialogue with school instructional personnel.
- Team shares a common goal to improve the academic success of all students
- ILT is comprised of primary, intermediate, middle, upper, and special education teachers along with math and STEM instructional specialists.
- All members have an equal input, the team engages in constructive debates
- Meeting discussions are guided by predetermined question and supported by data and school needs
- Team norms help to focus discussion on school based solutions that can be implemented by school staff. Meetings are solution oriented and focus on concerns within school control.
- The team meets bi-monthly to review and update school data
- Data is disaggregated by grade levels and classrooms within the school to assist in planning and decision making
- Data is utilized to incorporate evidence-based interventions
- The ILT bi-weekly as needed convenes for additional meeting
- The start of each meeting is preceded by an overview of the agenda which provides highlights from the previous meeting
- During grade level meetings, ILT members discuss solutions from the ILT meetings with teachers and stakeholders
- Teachers are increasing their ability to identify learning concerns and derive solutions solutions based on data analysis.
- Teachers are able to think through and articulate multiple specific solutions including probable success and need for improvement
- ILT usually meet with Teacher Teams to inform the staff of the concerns and action items
- Action items are usually monitored by administration.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.

- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

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- Provide both whole staff and differentiated professional learning to individual teacher levels
- Use data to identify all students progress and gaps to inform next steps.
- Encourage teachers to sign up for professional develop to improve best practices
- Provide teachers with professional develop to enhance strategies that will help achieve school-wide goals
- Staff participate in STEAM professional development on Problem Based Learning
- Encourage teachers to participate in the STEAM Leadership program provided by Michigan State University.
- Teachers initiate professional develop opportunities to implement new initiatives to achieve school-wide goals.
- Grade level meetings
- Create schedule and systems to conduct peer observations, and coaching then reflect on its impact to student achievement.
- Provide teachers with opportunities to do peer observations.
- Allow teachers ample time to try new strategies and give them feedback on implementing them with fidelity.
- Walk-throughs and REACH evaluations are used to monitor best practices.
- ILT meetings are scheduled by-monthly to review various data sets to ensure best new initiatives and best practices are achieving desired outcomes.
- Teachers meet weekly in teams to analyze student work thus, advancing student achievement.
- Partner new teachers with colleagues who are proficient in (Domain 1) pedagogy/content knowledge.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.

- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

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- Use CPS time distribution to maximize instructional time
- Avoid the purchase of products and programs that do not support the school's CIWP Priorities
- Utilize strategic source vendors to when making purchases to maximize spending
- Use grants and funds to support school needs thus improve teaching and learning
- End of the year review/evaluation of materials/resources used to see what curriculums will be used
- Select a teacher recruitment/hiring team to hire qualified teachers
- Use the interview process and Taleo to select potential candidates
- Check teacher's previous performance and references
- Skillfully assign teachers to grade levels to maximize student achievement
- Ensure all students have access to highly-qualified teachers
- Utilize CPS clinicians (psychology and social worker) to work within targeted classrooms to address student's social emotional needs
- Partnership with Communities In Schools to address students needs
- Provide teachers with opportunities to assume leadership roles in ILT team, math team, reading team
- Create a positive working environment for staff to retain highly qualified teachers
- Celebrate teachers success with plaques and other to show teachers appreciation for
- Developed a partnership with outside Ray of Hope agency to mentor male students
- Developed a partnership with Project Sincere to increase academic achievement
- Developed a partnership with museums to develop culture diversity
- Partnership with Knock at Midnight to increase attendance
- Developed a partnership with Museum of Science and Industry to ensure students are college and career ready
- Check in with partnerships to monthly or quarterly to ensure their positive impact on students academic achievement and social emotional.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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·Students are exposed to a range of text including magazines, news articles, and various nonfiction text. Through read alouds students are able to engage with text above their reading level. NewsELA is used by students to provide the same news article at different lexile levels.

·Second Step

·Calm Classroom

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 2 3 4

- Raz-Kids is a resource used for independent reading. Each students reads stories on their specific reading level.
- Ready Common Core
- IXL
- Study Island
- Reading manipulatives such as letter tiles and alphabet cards can be used to spell words.
- Use IPADS
- Leveled Readers
- Use YouTube to enhance background knowledge on a specific lesson
- Go Math videos
- Learnzillion videos
- Students are provided with guided instruction through teacher created videos that provide examples and explanations to complete assignments
- Go Math on the spot coach
- Learnzillion instructional videos
- Students use IXL to provide instruction and additional support
- Students use MobyMax which provides differentiated instruction including re-teaching videos and explains student mistakes (all content is read to students)
- Students are able to watch teacher created sight word books that read words to students to
- Authentic student work
- Students are provided with leveled readers, classroom libraries are organized by reading levels (ie ·RIT bands, guided reading levels, Lexile levels)
- Students are provided with work task that are based on their instructional level as determined by the NWEA learning continuum
- Students are provided with instruction at their level based on various data points and teacher knowledge of student strengths. Teachers utilize the RIT scores (learning continuum), summative and formative assessments, and IEP goals to develop instruction. With these assessment tools teachers provide differentiated instruction. While students may be working on similar skills student product varies based on ability.
- Small group guided reading and math instruction is delivered based on student learning needs. ·Teachers select small group based on student interest.
- During work stations students are required to work on a specific skills (ie. phonics) yet they are allowed to select which phonics activity to work on.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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- Students participate in STEM activities in the STEM Lab
- Implement Problem Based Learning Activities
- Students use the Engineering Design Process to solve problems
- Introduce all the students to the grade level skill and then differentiate the skill based on the learning continuum by putting the students into small groups.
- Meet children on the level that they are on and teach strategies that they can use to help them catapult to next level.
- Shift to Learning Continuum with IXL; students are working at his or her level to provide challenges at their level.
- Teacher created questions where students can either provide a written or oral response.
- Students are grouped in small groups according to NWEA RIT to work on skills at their ability for reading.
- Students utilize Raz-kids to improve fluency and comprehension.
- Students are provided with differentiated instruction based on RIT or leveled readers
- Students are strategically placed in reading groups based on their TRC assessment scores.
- Students are grouped by RIT band (ability level) for small group interaction, working on skills.
- IXL is aligned to the Common Core Standards where students work within their RIT (ability level).
- Shift from Everyday Math to a new Common Core aligned curriculum. (GoMath)
- Within GoMath, students engage in math talks.
- Students follow the Engineering and Design Process
- With a rubric for guidance students research, display, and present on an assigned topic
- Provide students with a rubric for standards of the assignment
- Utilizing the STEM Engineer Design Process steps to brainstorm ideas, make plans, test it, improve then share.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

- Take students to high school fairs, assist with filling out applications
- Participate in Freshmen Connection program
- Invite Tilton Alumni to answer questions, share advice about transitioning into high school
- Local college tours
- Expose students to STEM careers (science, engineering, math, and technology) through field trips and guest speakers
- Partnerships with universities and companies.
- Place provide 8th grade parents with informational event on high school enrollement requirements and procedures.
- Plan lessons/activities that strengthen students work habits, communication, and collaboration skills.
- Assist students in goal setting by analyzing test score performance.
- Participate in academic competitions that utilize higher order thinking skills.
- Monthly STEM challenges.
- Participated in a Financial Literacy program
- Provide programs, such as Project Sincere.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

- Provide students with Problem Based Learning activities
- Implement monthly STEM design challenges using the Engineering Design Process
- Use the Engineering Design Process in the content areas when planning lessons
- Use Kagan Strategies for cooperative learning
- Provide students with vocabulary before introducing lessons
- Within our GoMath curriculum, teacher uses technology (video) to introduce lessons.
- GoMath provides reteach or enrich worksheets for students to work at their level
- Teachers provide students with authentic student work
- Teachers provide clear instructions to students by having students model desired behaviors and checking for understanding.
- Modeling
- Have Students paraphrase
- Kindergarten participates in a Reading in Motion program which is a scaffold instruction that uses ·DIBELS to group students and ensure all students are engaged through music and games.
- Have students turn and talk with a partner
- Using Kagan Strategies of Cooperative learning
- Teachers use exit tickets, progress monitoring, running records, checklists, observational notes and student work to monitor the effectiveness of their teaching. Teachers use this data to guide their instructions and make accommodations when needed.
- Primary teachers use TRC data to create their guided reading groups. Each student is put into a group that best fits their reading level. Struggling students are in groups that work with their teachers more often than others.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 3 4

- Primary teachers progress monitor their students in DIBELS. Every 2 weeks we progress monitor the students who are on red. Every 3 weeks we progress monitor the yellow students.
- Students who need extra support have been paired with a peer tutor.
- Students who are advanced work together on special projects which are an extensions of what they are learning.
- Teachers meet with students to set goals for progress so students can take ownership of their progress.
- Students has the opportunity to work on individualized tailored lessons to meet their personal ability levels.
- Monitor daily assignment(s) to insure that all students are understanding learning goals. When not on task, tailor lesson to insure students are on par with other students.
- Direct chronic absenteeism to attendance liaison
- Call parents regarding failing grades
- Provide after school tutoring and Saturday school for struggling students
- Allow students to make-up any missing assignments
- Meet with students upon their return to school to insure that they are aware of missed assignment(s) and have the abilities to complete and submit in a timely manner.
- Teacher teams meet weekly to discuss instructional strategies for targeted students.
- Students attend after-school programs and/or Saturday school in order to meet their personal learning plan.
- Teachers communicate with parents about their child's progress. They do this by sharing data and assessments with families. Teachers explain students data and provide suggestions and specific examples of how they can best help their child. Teachers work with students to develop routines and habits at school that they can apply at home.

Guide for Multi-Tiered System of Support

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

supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

- Use DIBELS/TRC data to monitor the progress of students and use that data to plan for small group instruction.
- Use teacher made assessments
- Use tests from the reading curriculum(Storytown) to monitor skills taught
- Use test from the GO Math curriculum
- DIBELS/TRC progress monitoring every 2-3 weeks for intensive and strategic students
- Use the middle of year and progress monitoring assessments from DIBELS and TRC to strategically target students in areas of deficiency
- Provide accommodations for students who may be visual, auditory, kinesthetic learners and etc.
- Assessments are not limited to paper and pencil but also oral and etc
- Grade level teams working together so assessments are built upon what was taught
- Post updated grading scale in classroom as well as send it to parents
- Gradebook

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and

subsequent learning needs

- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student’s education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School’s grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

- Teachers stress the importance of achieving at the highest levels
- Teachers stress the importance of following up with completing homework and reinforcing learning from the school day as indicated in lesson plans and student homework logs.
- STEAM Posters are present through the halls promoting high expectations.
- Teachers meet with students to review their NWEA data and set goals.
- Students work in self-directed centers/groups as indicated in lesson plans.
- Daily instruction provide students with the opportunity to make determined efforts to deal with problems and difficult tasks.
- Student's work/tasks are matched to their skill level to fill in gaps, reinforce skills, and provide students with enrichment activities.
- Teacher student conferences are held to assist students with setting goals to help them meet or exceed goals.
- Teachers actively listen to students and make them feel like they are understood.
- Students can talk to teachers about school or personal problems on their preparation periods, before or after school when there are fewer distractions.
- Student have the opportunity to attend after school and/or Saturday school programs where they feel safe to make mistakes and try again.
- Quarterly honor roll awards and certificates are issued for academic successes.
- End of year awards ceremony for all achievers great and small.
- Sports awards ceremony for athletes.
- Teachers hold conferences with students to set goals together using a goal setting worksheet outlining ways to meet and exceed their learning goals.
- Teachers have data talks with students in whole group / individually.
- Teachers maintain student data folders in their classrooms.
- Students share out their work with their peers.
- Students who excel in particular skill will assist peers who may be having a difficult time grasping the skill
- Meet with students individually and conference with them about their current work.
- Communicate with students via gradebook notes about their current grade status
- Teachers set deadlines for work, students are expected to meet those deadlines.
- Students recite a declaration statement.
- Teachers explain NWEA normative data, conference with students on their performance and standing.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

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

1 2 3 4

- Staff develop a good rapport with students which enables them to have a trusting, caring relationship with student
- Staff serve as mentors with a focus on a selected groups of students.
- Staff members are encouraging students to make smart choices.
- Staff and students use positive framing when communicating
- Posters and Bulletin Boards display content that encourages students to be supportive and respectful.
- Calm Classroom
- 8th Grade Male Mentoring program.
- Teachers incorporate units that gives students an opportunity to learn about different cultures
- Encourage and teach students to respect themselves as well as others
- Administration prioritizes student safety and conduct in planned meetings.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

- Students are provided with a variety of afterschool programs and encouraged to sign up.
- Students participate in school wide assemblies to showcase talents and abilities.
- School has a rigorous STEM program
- Student work in groups to engage in reading and math stations.
- Learning activities engage in differentiated instruction.
- Students take the My Voice My School survey
- Students participate in mock voting
- Students participate in curriculum based projects (ie. Marble challenge, Cardboard Challenge, Future Cities, Project Sincere and Robotics)
- Students and staff participated in the Alderman's Neighborhood Beautification program.
- Students in middle school participate in creating Black Out poems as a way to share their feelings on current controversial events in the media.
- Middle school curriculum includes an exploration component where students consider their effects and contribution to their community

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

- All stakeholders share the school's vision
- Students and STEAM coordinators developed a school affirmation that is recited over the intercom daily to promote positive behavior.
- Principal and assistant principal have an open door policy
- School participate in school-wide safety drills
- School staff participated in Emergency management plan professional development
- All teachers have developed classroom routines and procedures that ensure and maintain orderly instructional routines and transitions throughout the school day
- School implement a modified version of PBIS
- School-wide rules are posted in every classroom.
- Positive behavior poster quotes are posted throughout the building.
- Positive behavior posters are posted throughout the school.
- All staff members use positive framing when speaking.
- Students participate in group sessions with the social worker and psychologist throughout the week
- All teachers have been trained on Second Step procedures
- Teachers utilize Calm Classroom
- Middle school students participate in the SMART program (encourages them to think twice about behavior and consequences)

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

- Teachers, staff, and Administration have clear and precise rules and procedures that are clearly stated and explained to students on a continuous basis.
- Teachers, staff, and Administration communicate with parents about the rules and policies of the school so that everyone is on one accord.
- Administration meets regularly to organize restorative environment.
- Hallway posters that reinforce positive behavior
- Teachers, staff, and administration teach expected behavior and recognize and reward positive behavior.
- Teachers, Administration, and staff avoid power struggles with students by offering choices and redirect students positively.
- Use data to identify students behaviors and is there is a pattern.
- Teach expected behavior and positively enforce consistently school-wide
- Teachers continue to instruct the class when problems occur
- Teachers, staff, and administration build and maintain good rapport with students, to avoid bad behaviors.
- Tilton has designated person to coordinate for leading and implementing the procedures to take in regards to certain behaviors.
- Assign detention and ISS for students who have a pattern of misbehavior.
- Obtain assignments for students assigned to ISS.
- Give students an opportunity for students to take responsibility for their actions.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

- Teachers make personal phone calls to parents to introduce themselves and invite parents to visit the classroom.
- Teachers make calls to parents to give them positive feedback.
- Teachers work with the students at the beginning of the school year to establish rules and expectations.
- Parent Group text that provides important information on what is going on in the classroom and other student activities.
- NCLB committee provides a parent/community information board.
- Informational digital signage TV guide highlighting student engagement in the classrooms, assembly performances, and school information.
- Each parent has been provided a code in order to check students progress and leave notes for teachers at any time.
- Teachers provide parents with a phone number and times that they are available for conferences.
- Letters are sent home providing information on best way to get in touch with teacher to give or receive information
- Provide STEM workshops for parents
- STEM family night
- Progress reports are sent home every five weeks
- Parents are welcome to come in and have unscheduled parent teacher conferences
- Partnership with different social service agencies to assist families with special services ex, medical vans, dental, vision, hearing.
- Parent handbook is sent home with students at the beginning of the school year.

Guide for Parent Partnership

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

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Tilton's school growth percentile in reading will increase by at least 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	34.00	66.00	71.00	76.00
National School Growth Percentile - Math				
Tilton's school growth percentile in math will increase by at least 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	26.00	69.00	74.00	79.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Tilton % of students meeting/exceeding national ave growth will increase at least by 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	51.40	(Blank)	56.00	61.00
African-American Growth Percentile - Reading				
Tilton African-American growth percentile in reading will increase by at least 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	34.00	66.00	71.00	76.00
Hispanic Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Tilton's Diverse Learner growth percentile in math will increase by at least 10% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	57.00	48.00	58.00	68.00
African-American Growth Percentile - Math				
Tilton's Diverse Learner growth percentile in math will increase by at least 10% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	27.00	70.00	80.00	90.00
Hispanic Growth Percentile - Math				

N/A	(Blank)	(Blank)	0.00	0.00
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

Tilton's Diverse Learner growth percentile in math will increase to 100% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	93.00	99.00	99.00	99.00
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National School Attainment Percentile - Reading (Grades 3-8)

Tilton's attainment percentile in reading will increase by at least 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	4.00	10.00	15.00	20.00
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National School Attainment Percentile - Math (Grades 3-8)

Tilton's attainment percentile in math will increase by at least 5% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	15.00	20.00	25.00	30.00
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National School Attainment Percentile - Reading (Grade 2)

Tilton's attainment percentile in reading for 2nd Grade will increase by at least 7% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	2.00	11.00	18.00	25.00
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National School Attainment Percentile - Math (Grade 2)

Tilton's attainment percentile in math for 2nd Grade will increase by at least 7% each year, per the CIWP strategies that will be put in place to improve teaching and learning.	4.00	17.00	24.00	31.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

Tilton's average daily attendance rate will increase by at least 2% each year, per the attendance plan that will be put in place to improve attendance school wide.	91.80	93.60	95.00	97.00
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My Voice, My School 5 Essentials Survey

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
STEM Career Pathways				
Students explore a variety of STEM career pathways through curriculum content and in/out of -school experiences.	(Blank)	(Blank)	90.00	95.00
Instructional Approach				
Learning strategies reflect individual students' interests. 75% of all teachers' lessons incorporate student autonomy and choice and demonstrates teacher knowledge of students' lives and interests.	(Blank)	(Blank)	75.00	80.00

Strategies

Strategy 1

If we do...

As a STEM school, teachers will provide students with Problem Based Learning activities and engage students in authentic rigorous work and monthly cross curricular design challenges.

...then we see...

an increase in students actively engaged in learning

...which leads to...

Increase in 2nd - 8th grade student NWEA Attainment by 5% and NWEA growth by 10% Increase Kdg. - 2nd students at benchmark by 10% in Dibels and Mclass Math. Also, more students will be college and career ready.

Tags:

Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

STEM Coordinators will provide teachers with 4 professional developments surrounding Problem Based Learning, Authentic Student Work, Integrating technology in content and STEM Design Challenges, to develop their capacity in Problem Based Learning activities and STEM Challenges.

- STEM Coordinators
- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher

Sep 12, 2016 to Jun 16, 2017

- Problem Based Learning PD Agenda
- Sign-in sheet with 100% teacher attendance
- Teacher PD Reflections
- Samples of Authentic Student Work
- Lesson plans

On-Track

Literacy/Reading, Math, Science, Teacher Teams/Collaboration, Social studies, Project-based learning, Instruction, Professional development, Stem, Authentic tasks, College and careers

STEM Coordinators will plan bi-monthly school-wide Design Challenges that take students through the Engineering Design Process (ask, plan, imagine, create, improve., and share) to engage students in task that utilize their higher order of thinking skills.

- STEM Coordinators
- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher

Sep 6, 2016 to Jun 22, 2017

- Teacher created pre/post assessments with 80% accuracy
- Samples of Authentic Student Work
- Lesson Plans

On-Track

Literacy/Reading, Math, Science, Arts, Specialized Academic Programs - STEM, Social studies, PE, Steam, Authentic tasks, College and careers

50% of the questions asked by teachers will be high level, open-ended questions to challenge students' thinking in guided reading groups, Use Kagan Strategies to engage students in authentic discussions and give them opportunities to challenge one another using viable arguments based on evidence.

- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher

Sep 6, 2016 to Jun 22, 2017

- Samples of Authentic Student Work
- Lesson Plans with questions included in the plans
- Teacher created pre/post assessments with 80% accuracy
- MOY and EOY TRC Data with 10% increase in proficiency
- MOY and EOY NWEA Data with 10% increase in growth and 5% increase in attainment

On-Track

Literacy/Reading, Math, Science, Arts, Social studies, PE, Instruction, Rigour, Discourse

Students in Kdg. - 8th will engage in at least 2 research projects in the school year 2016-17, incorporating technology and STEM careers to encourage collaboration, critical thinking and prepare students for college and careers.

- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher

Sep 6, 2016 to Jun 22, 2017

- Lesson Plans with detailed project assignment listed
- Research project with 80% accuracy
- Research project rubric

On-Track

Technology, Instruction, Research, Collaboration, College and careers

Teachers will engage students in activities with problems that are relevant - connected to real world experiences.

- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher

Sep 5, 2016 to Jun 22, 2017

- Lesson Plans
- Authentic Student work

On-Track

Literacy/Reading, Math, Science, Social studies, Stem, Lesson planning, Life skills, College and careers

Teachers will use the engineering design process during planning and instruction (ie: ask questions, imagine, plan, create, improve, and share) and utilize Kagan strategies to encourage student discourse

- STEM Coordinators
- Kdg. – 8th Teachers
- Art Teacher
- PE Teacher
- STEM Lab Coordinators

Oct 3, 2016 to Jun 22, 2017

- Samples of Authentic Student Work and assessments with 80% accuracy
- Lesson Plans
- EOY mClass and Diblels Data with 10% increase in growth
- EOY NWEA Data with 10% growth and 5% in attainment

On-Track

Literacy/Reading, Math, Science, Intervention, Social studies, Stem, Discourse, Engineering design process

Teachers will collaborate to create authentic student work in reading and math using the rubric created by the ILT Team. Students samples will be reviewed monthly in the ILT and Teacher Team meetings.

- Kdg. – 8th Teachers

Sep 19, 2016 to Jun 22, 2017

- Samples of Authentic Student Work with 80% accuracy
- Lesson Plans
- ILT and TT Team notes and sign-in sheets.

On-Track

Math, ILT, Teacher teams, Collaboration, Authentic tasks, Reading, Instruction planning, Collaborative feedback

Strategy 2

If we do...

2nd - 8th Teachers will engage students in differentiated rigorous instruction at their NWEA RIT level (small flexible groups) in reading and math at least 3 times a week to fill in learning gaps and provide students with enrichment learning activities.

...then we see...

Increase in student engagement, moral and intrinsic motivation.

...which leads to...

90% of students meeting their target growth on MOY and EOY NWEA, 10% increase in students on track and developing students SES (critical thinking skills, perseverance and self initiative).

Tags:

Literacy/Reading, Math, Diverse Learners, Assessment, Behavior and Safety, Climate and Culture, Instruction, Rit instruction

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

<p>The first week of October 2nd-8th teachers will look at 2016-17 BOY NWEA Data to develop flexible groups. Students will be grouped by RIT levels and teachers will utilize the learning continuum to plan rigorous instruction at students' achievement level, thus students will meet their target growth on MOY NWEA</p>	<ul style="list-style-type: none"> •Kdg. – 8th Teachers •Art Teacher •PE Teacher 	<p>Sep 6, 2016 to Jun 22, 2017</p>	<ul style="list-style-type: none"> •BOY, MOY and EOY NWEA Data with 10% increase EOY growth and 5% increase on EOY attainment •Weekly/Unit Assessments with 80% accuracy •Lesson plans •REACH Observations with proficiency ratings in Domain 3C 	<p>Completed</p>
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Literacy/Reading, Math, Diverse Learners, Differentiated instruction, Data driven instruction, Flexible grouping, Rit instruction

<p>The first week of October Kdg and 1st grade teachers will use BOY Mclass and DIBELS data to group students and provide students with rigorous work at their level, thus students will meet their target growth on MOY</p>	<ul style="list-style-type: none"> •Kdg. – 8th Teachers •Art Teacher •PE Teacher 	<p>Sep 6, 2016 to Jun 22, 2017</p>	<ul style="list-style-type: none"> •BOY, MOY and EOY mClass and Diblels Data with 10% increase in profeciency on EOY assessments •Weekly/Unit Assessments with 80% accuracy •Samples of Authentic Student Work •Lesson Plans •REACH Observations with proficiency ratings in Domain 3C 	<p>Completed</p>
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Math, Differentiated instruction, Mclass, Reading, Flexible grouping, Dibels

<p>In January teachers in 2nd-8th will develop walking reading/math program. Teachers will meet across grade levels to analyze students data (NWEA MOY, Benchmark assessments and teacher input) to develop a list of students eligible for the walking reading/math program</p>	<p>2nd - 8th Grade Teachers Administrators</p>	<p>Jan 3, 2017 to Jan 24, 2017</p>	<ul style="list-style-type: none"> •Teacher Team meeting notes •List of students and their assigned rooms •Lesson/Unit Plans •Administrators Observations 	<p>Behind</p>
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Math, Teacher Teams/Collaboration, Planning, Enrichment, Reading

Strategy 3

If we do...

Teachers fully integrate formative/summative assessment into instruction that is aligned to the CCSS being taught, uses it to monitor progress and check for understanding for all students and teachers give feedback that is specific and advances student learning thus, inform next steps

...then we see...

Students identifying their strengths and weaknesses and areas that need improvement
Teachers recognizing where students are struggling and addressing problems immediately

...which leads to...

Students progressing as planned and teachers being able to effectively plan for students' future learning opportunities, which will lead to a 10% increase of students on track and 10% increase of students meeting their target growth on NWEA and Dibels

Tags:

Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
<p>STEM Performance Based Assessment professional development on June 24, 2016 with Jay McTighe & Associates.</p>	<ul style="list-style-type: none"> •Kdg. – 8th Teachers •Art Teacher •PE Teacher 	<p>Jun 24, 2016 to Jun 24, 2016</p>	<ul style="list-style-type: none"> •PD sign-in sheet •PD STEM hours •PD Agenda 	<p>Cancelled</p>

Assessments, Assessment design, Backwards design

Teachers will use Sept. 1, 2016 to meet in grade levels and utilize The Backwards Design to plan assessment and unit/lessons in reading and Sept. 2, 2016 to plan math.	<ul style="list-style-type: none"> •Kdg. – 8th Teachers • 	Aug 31, 2016 to Jun 21, 2017	<ul style="list-style-type: none"> •Unit/lesson Plans •Student work •Assessments •Student friendly rubrics •REACH Observations 	Postponed
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Math, Lesson plans, Assessment design, Rubrics, Assesmnet, Reading, Rigor, Unit planning

Teachers will analyze 2016 EOY in September and MOY in January NWEA, Dibels and Mclass data to group students and differentiate instruction	<ul style="list-style-type: none"> •Kdg. – 8th Teachers •Art Teacher •PE Teacher 	Aug 29, 2016 to Jun 22, 2017	<ul style="list-style-type: none"> •Student work •Graded assessments •Student friendly rubrics •REACH Observations 	On-Track
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September 2, 2016. Teachers meet in grade level teams recalling Network 5 PD with Debra Evans and Performance Based Assessment PD by Jay McTighe & Associates. to take an in-depth look at assessments and students assignments to ensure what's being taught is being assessed. They will develop weekly assessments and pre/post questions for assessments tailored to CCSS pacing chart in reading. Teachers will meet bi-monthly to continue to develop authentic assessments.	<ul style="list-style-type: none"> •Kdg. – 8th Teachers •Art Teacher •PE Teacher 	Sep 2, 2016 to Sep 2, 2016	<ul style="list-style-type: none"> •Grade level meeting notes •Pre and post assessments •Student work •Lesson/unit plans •Performance-Based Authentic Assessments 	Postponed
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Assessments, Assessment design, Authentic tasks, Reading

Meet with the ILT Team during the summer to take an in depth look at the Gradebook to align classwork, homework, quizzes, assessments, projects and extra credit with a school-wide grading plan including the weight distribution for each category.	<ul style="list-style-type: none"> •Administrators •ILT Team 	Jul 11, 2016 to Aug 5, 2016	<ul style="list-style-type: none"> •School-wide Grading Plan •ILT Notes •ILT Agenda/Sign-in 	Cancelled
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Strategy 4

If we do...

Teachers/Staff and Clinicians develop and implement a Multi-Tiered System of Support to develop students' SEL

...then we see...

- *A positive social/emotional growth within students.
- *A better teacher/staff and student relationship.
- *A sense of community within the classrooms.
- *Improvement in in self respect and self esteem.
- *Academic growth in all subject areas.
- *Improvement in attendance

...which leads to...

Improved classroom management and overall student academic success in meeting their individual goals.
A decrease in misconducts by 25% and an increase in attendance by 7%

Tags:

SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan,

Area(s) of focus:

4, 1

Classroom environment

Action step	Responsible	Timeframe	Evidence for status	Status
In July, Survey all classrooms to see which classrooms have Second Step materials. Survey teachers to see who need professional development and provide PD on August 31, 2016.	Administrators	Jun 1, 2016 to Jun 10, 2016	<ul style="list-style-type: none"> •Surveys identifying teachers who need materials and PD •PD sign-in sheet 	Not started

Professional development, Behavior supports, Multi-tiered support systems, Positive behavior supports

PD on the Second Step Program August 31, 2016	K. Haynes Apollo (Psychologist-Second Step Coordinators)	Aug 31, 2016 to Aug 31, 2016	PD sign-in sheet	Completed
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Professional development, Positive behavior supports

Utilize Communities In Schools to develop partnerships that will provide students and families with resources to support their social/emotional development thus, decrease in misconducts and increase in academic achievement.	Case Manager Administrators Teacher needs surveys, Parents needs surveys	Sep 6, 2016 to Jun 22, 2017	<ul style="list-style-type: none"> •Decrease in misconduct reports •Attendance Reports •Student assessment with 80% accuracy 	On-Track
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Attendance, Partnerships, Parent involvement, Academic learning, Positive behavior supports

Utilize school clinicians to meet with small groups of students to support their social/emotional needs, thus providing students with positive solutions to their problems/issues improving attendance and their academic success	The school clinicians	Oct 3, 2016 to Jun 22, 2017	<ul style="list-style-type: none"> •Decrease in misconduct reports •Attendance Reports •Student assessment with 80% accuracy •Progress reports/report cards 	On-Track
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Academic learning, Peace circles, Peer jury, Perserverance

Clinicians will meet with teacher teams quarterly to provide PD's on strategies and techniques to assist with social/ emotional behaviors, developing behavior plans as needed, thus improving school climate and academic achievement	The school clinicians	Oct 3, 2016 to Jun 22, 2017	<ul style="list-style-type: none"> •Decrease in misconduct reports •Attendance Reports •Student assessment with 80% accuracy 	Behind
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Professional development, Behavior supports, Behavior plans, Positive behavior supports

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✦ STEM Coordinators will provide teachers with 4 professional developments surrounding Problem Based Learning, Authentic Student Work, Integrating technology in content and STEM Design Challenges, to develop their capacity in Problem Based Learning activities and STEM Challenges. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Literacy/Reading, Math, Science, Teacher Teams/Collaboration, Social studies, Project-based learning, Instruction, Professional development, Stem, Authentic tasks, College and careers</p>	<p>•STEM Coordinators •Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 12, 2016 Jun 16, 2017</p>	<p>On-Track</p>
<p>✦ STEM Coordinators will plan bi-monthly school-wide Design Challenges that take students through the Engineering Design Process (ask, plan, imagine, create, improve,, and share) to engage students in task that utilize their higher order of thinking skills. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Literacy/Reading, Math, Science, Arts, Specialized Academic Programs - STEM, Social studies, PE, Steam, Authentic tasks, College and careers</p>	<p>•STEM Coordinators •Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 6, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ 50% of the questions asked by teachers will be high level, open-ended questions to challenge students' thinking in guided reading groups, Use Kagan Strategies to engage students in authentic discussions and give them opportunities to challenge one another using viable arguments based on evidence. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Literacy/Reading, Math, Science, Arts, Social studies, PE, Instruction, Rigour, Discourse</p>	<p>•Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 6, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ Students in Kdg. - 8th will engage in at least 2 research projects in the school year 2016-17, incorporating technology and STEM careers to encourage collaboration, critical thinking and prepare students for college and careers. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Technology, Instruction, Research, Collaboration, College and careers</p>	<p>•Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 6, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ Teachers will engage students in activities with problems that are relevant - connected to real world experiences. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Literacy/Reading, Math, Science, Social studies, Stem, Lesson planning, Life skills, College and careers</p>	<p>•Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 5, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ Teachers will use the engineering design process during planning and instruction (ie: ask questions, imagine, plan, create, improve, and share) and utilize Kagan strategies to encourage student discourse Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Literacy/Reading, Math, Science, Intervention, Social studies, Stem, Discourse, Engineering design process</p>	<p>•STEM Coordinators •Kdg. – 8th Teachers •Art Teacher •PE Teacher •STEM Lab Coordinators</p>	<p>Oct 3, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ Teachers will collaborate to create authentic student work in reading and math using the rubric created by the ILT Team. Students samples will be reviewed monthly in the ILT and Teacher Team meetings. Tags: Literacy/Reading, Math, Science, Diverse Learners, Assessment, Attendance, College Access and Persistence, Behavior and Safety, Social studies, Math, ILT, Teacher teams, Collaboration, Authentic tasks, Reading, Instruction planning, Collaborative feedback</p>	<p>•Kdg. – 8th Teachers</p>	<p>Sep 19, 2016 Jun 22, 2017</p>	<p>On-Track</p>
<p>✦ The first week of October 2nd-8th teachers will look at 2016-17 BOY NWEA Data to develop flexible groups. Students will be grouped by RIT levels and teachers will utilizing the learning continuum to plan rigorous instruction at students' achievement level, thus students will meet their target growth on MOY NWEA Tags: Literacy/Reading, Math, Diverse Learners, Assessment, Behavior and Safety, Climate and Culture, Instruction, Rit instruction, Literacy/Reading, Math, Diverse Learners, Differentiated instruction, Data driven instruction, Flexible grouping, Rit instruction</p>	<p>•Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 6, 2016 Jun 22, 2017</p>	<p>Completed</p>
<p>✦ The first week of October Kdg and 1st grade teachers will use BOY Mclass and DIBELS data to group students and provide students with rigorous work at their level, thus students will meet their target growth on MOY Tags: Literacy/Reading, Math, Diverse Learners, Assessment, Behavior and Safety, Climate and Culture, Instruction, Rit instruction, Math, Differentiated instruction, Mclass, Reading, Flexible grouping, Dibels</p>	<p>•Kdg. – 8th Teachers •Art Teacher •PE Teacher</p>	<p>Sep 6, 2016 Jun 22, 2017</p>	<p>Completed</p>

District priority and action step	Responsible	Start	End	Status
<p>✦ In January teachers in 2nd-8th will develop walking reading/math program. Teachers will meet across grade levels to analyze students data (NWEA MOY, Benchmark assessments and teacher input) to develop a list of students eligible for the walking reading/math program</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Assessment, Behavior and Safety, Climate and Culture, Instruction, Rit instruction, Math, Teacher Teams/Collaboration, Planning, Enrichment, Reading</p>	2nd - 8th Grade Teachers Administrators	Jan 3, 2017	Jan 24, 2017	Behind
<p>✦ STEM Performance Based Assessment professional development on June 24, 2016 with Jay McTighe & Associates.</p> <p>Tags: Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data, Assessments, Assessment design, Backwards design</p>	•Kdg. – 8th Teachers •Art Teacher •PE Teacher	Jun 24, 2016	Jun 24, 2016	Cancelled
<p>✦ Teachers will use Sept. 1, 2016 to meet in grade levels and utilize The Backwards Design to plan assessment and unit/lessons in reading and Sept. 2, 2016 to plan math.</p> <p>Tags: Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data, Math, Lesson plans, Assessment design, Rubrics, Assesmmnet, Reading, Rigor, Unit planning</p>	•Kdg. – 8th Teachers •	Aug 31, 2016	Jun 21, 2017	Postponed
<p>✦ Teachers will analyze 2016 EOY in September and MOY in January NWEA, Dibels and Mclass data to group students and differentiate instruction</p> <p>Tags: Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data</p>	•Kdg. – 8th Teachers •Art Teacher •PE Teacher	Aug 29, 2016	Jun 22, 2017	On-Track
<p>✦ September 2, 2016. Teachers meet in grade level teams recalling Network 5 PD with Debra Evans and Performance Based Assessment PD by Jay McTighe & Associates. to take an in-depth look at assessments and students assignments to ensure what's being taught is being assessed. They will develop weekly assessments and pre/post questions for assessments tailored to CCSS pacing chart in reading. Teachers will meet bi-monthly to continue to develop authentic assessments.</p> <p>Tags: Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data, Assessments, Assessment design, Authentic tasks, Reading</p>	•Kdg. – 8th Teachers •Art Teacher •PE Teacher	Sep 2, 2016	Sep 2, 2016	Postponed
<p>✦ Meet with the ILT Team during the summer to take an in depth look at the Gradebook to align classwork, homework, quizzes, assessments, projects and extra credit with a school-wide grading plan including the weight distribution for each category.</p> <p>Tags: Math, Science, Social studies, Professional development, Feedback, Assessment design, Reading, Assesment, Assessment data</p>	•Administrators •ILT Team	Jul 11, 2016	Aug 5, 2016	Cancelled
<p>✦ In July, Survey all classrooms to see which classrooms have Second Step materials. Survey teachers to see who need professional development and provide PD on August 31, 2016.</p> <p>Tags: SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan, Classroom environment, Professional development, Behavior supports, Multi-tiered support systems, Positive behavior supports</p>	Administrators	Jun 1, 2016	Jun 10, 2016	Not started
<p>✦ PD on the Second Step Program August 31, 2016</p> <p>Tags: SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan, Classroom environment, Professional development, Positive behavior supports</p>	K. Haynes Apollo (Psychologist- Second Step Coordinators)	Aug 31, 2016	Aug 31, 2016	Completed
<p>✦ Utilize Communities In Schools to develop partnerships that will provide students and families with resources to support their social/emotional development thus, decrease in misconducts and increase in academic achievement.</p> <p>Tags: SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan, Classroom environment, Attendance, Partnerships, Parent involvement, Academic learning, Positive behavior supports</p>	Case Manager Administrators Teacher needs surveys, Parents needs surveys	Sep 6, 2016	Jun 22, 2017	On-Track
<p>✦ Utilize school clinicians to meet with small groups of students to support their social/emotional needs, thus providing students with positive solutions to their problems/issues improving attendance and their academic success</p> <p>Tags: SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan, Classroom environment, Academic learning, Peace circles, Peer jury, Pervserance</p>	The school clinicians	Oct 3, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Clinicians will meet with teacher teams quarterly to provide PD's on strategies and techniques to assist with social/ emotional behaviors, developing behavior plans as needed, thus improving school climate and academic achievement</p> <p>Tags: SEL, Student Health & Wellness, Social emotional, Restorative justice, School climate, Behavior supports, Student success, Student learning, Academic supports, Paraprofessionals, Behavior support plan, Classroom environment, Professional development, Behavior supports, Behavior plans, Positive behavior supports</p>	The school clinicians	Oct 3, 2016	Jun 22, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Our mission is to provide all students with successful educational experiences so that they acquire the necessary skills to become college and career ready with a focus on Science, Technology, Engineering and Mathematics. We will meet monthly to work in partnership with our parents to provide services to our students to help them become productive members of society.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I

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

The Parent Annual Meeting was held at Tilton STEM on September 23, 2016 in the Parent Room (114) and the Parent Organizational Meeting was held September 29, 2016.
A Back to School Open House will be held on September 28, 2016 as well as annual community carnival. Parent-conferences will be held in September for Benchmark Grades 3rd, 6th, and 8th, to discuss promotion requirements. In November and April teacher-parent conferences will be conducted at report card pickup. Teachers, administration, and parents will participate in ongoing conferences to discuss the academic progress and individual students on an ongoing basis.

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

Parents will receive Progress reports during the 5th, 15th, 25th, and 35th weeks of school and Report Cards on a quarterly basis. Teachers and administration will arrange conferences with parents to discuss students' at risk of failing more frequently. This will accomplish via written notification as well as by phone conferences. In addition to having individual parent, teacher, student, and administrative conferences.

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

Parents may request meetings with staff members. Parent-teacher conferences will occur at a variety of time including: 7:35-8:00, during teachers' Prep period (as scheduled by the teacher), and during other time periods. Administration will ensure that teachers are available for additionally meetings as necessary to build a strong partnership with parents.

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.

Parents will be provided with their child's performance on the State assessment in at least math, language arts and reading at the 1st quarter Report Card Pickup. A copy of the the report will be distributed along with the report cards.

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.

Administration will send a letter to parents when their child has been assigned to, or taught by a teacher who is not "high qualified". The letter will given to the student and a copy sent by mailed.

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

Parent volunteer packets are readily available to distribute for parent to get involved and assist in participating in students academic needs. Parents are welcomed to volunteer and participate in their children classrooms. They will be provided with the appropriate forms required by CPS to become an official school volunteers. Parents can participate is school field trips by indicating they are available on the Trip permission form. Additionally, parents are encouraged to be active participants in the education process. They can observe and provide support to their children in the classroom

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

Tilton will provide parents with information, resources, materials and training by providing a variety of workshops, parents meetings, and partnering with our NCLB parent group to bring in outside presenters. Our staff will work with individuals parents to provide resources unique to their child(ren)'s needs.

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

Our staff members will participate in workshops and training to enhance the knowledge of the outstanding contributions parents can bring to educational process and participate in training on how to communicate with parents more effectively. Tilton staff are committed to obtaining skills to enhance our ability to meet the needs of our students and community. Staff members will participate in professional throughout the summer and school year.

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

Our school will work diligently to meet the needs of students in Head Start and Early Reading Programs. Our staff will work in ensure the programs are implemented with a high standard of excellence. Staff members will participate in staff development throughout the summer and school year in order to meet the needs of students. Activities will be created to increase parent participation in the program.

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

Tilton will provide parents with information, resources, materials and parent programs are sent to parents in written format at the same time. As needed the information will be provided in native language of parents.

Policy Implementation Activities

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

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

N/A

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.)

Our mission is to provide all students with successful educational experiences so that they acquire the necessary skills to become college and career ready with a focus on Science, Technology, Engineering and Mathematics. We will work in partnership with our parents to provides services to our students to help them become productive members of society

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.

A Back to School Open House will be held in September. Parent-conferences will be held in September for Benchmark Grades 3rd, 6th, and 8th, to discuss promotion requirements. In November and April teacher-parent conferences will be conducted at report card pickup. Teachers, administration, and parents will participate in ongoing conferences to discuss the academic and social progress as needed.

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

Parents will receive Progress reports during the 5th, 15th, 25th, and 35th weeks of school and Report Cards on a quarterly basis. Teachers and administration will arrange conferences with parents to discuss students' at risk of failing more frequently. This will accomplish via written notification as well as by phone conferences. In addition to having individual parent, teacher, student, and administrative conferences.

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

Parents may request meetings with staff members. Parent-teacher conferences will occur at a variety at time including: during teachers' prep period (as scheduled by the teacher), and during other time periods. Administration will ensure that teachers are available for additional meetings as necessary to build a strong partnership with parents.

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

Parent volunteer packets are readily available to distribute for parent to get involved and assist in participating in students academic needs. Parents are welcomed to volunteer and participate in their children classrooms. They will be provided with the appropriate forms required by CPS to become an official school volunteers. Parents can participate is school field trips by indicating they are available on the Trip permission form. Additionally, parents are encouraged to be active participants in the education process. They can observe and provide support to their children in the classroom.

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 children's learning by ensuring students come to school daily, prepared to learn, monitoring the completion of their homework, signing their children up for after school tutoring, and making sure their children attend the tutoring programs. Parents will also support their children's learning by attending parent-teacher conferences and other meeting required to advance the academic achievement of their children.

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 will participate in decision relating to the education of their children by attending the monthly LSC meetings and NCLB parent group meetings. Parents will participate in meetings regarding the progress of their students with teachers and administration to determine what additional steps are required to meet their children's needs.

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 in their academic achievement by having good attendance, following school rules, coming to school prepared to learn, and by completing all assignments. They will also become self-advocates and request assistance to improve their understanding of all academic subjects.

Parent Budget

Complete

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

Parents will meet bimonthly to participate in workshops in reading, math, STEM, SEL, and health to get ideas on how to work with their child/children to increase student achievement.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ 281 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 700 .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)	\$ 800 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 100 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1000 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

