



George W Tilton Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Sylvia Hodge	Principal	syhodge@cps.edu	Has access
Joyce Dockery	Assistant Principal	jhockery@cps.edu	Has access
Latrice Beasley	Case Manager	lmbeasley1@cps.edu	No Access
Brian Apollo	Physcologist	bapollo@cps.edu	No Access
Thomas Sherlock	STEM Coordinator	tsherlock@cps.edu	No Access
Patrica Holliday	Counselor	paholliday@cps.edu	Has access
LaVita Buckner	Middle School Teacher	ljbuckner@cps.edu	No Access
Kristin Reid	Primary Teacher	kareid@cps.edu	No Access
Kristen Haynes	Intermediate Teacher	kahaynes@cps.edu	No Access
Erica Williams	Intermediate Teacher	eywilliams@cps.edu	No Access
Vonzetta Williams	PAC Chairperson		No Access
Gilbert Mitchell	Dean	gqmitchell@cps.edu	No Access
Tiffany Jasper	LSC Chairperson		No Access

Quishun Elrod Assistant Principal qelrod@cps.edu Has access

Team meetings

Date	Participants	Topic
03/12/2018	Sherlock, Buckner, Dockery, Reid, Haynes, Hodge, E. Williams and Beasley	Review CIWP PD
03/26/2018	Sherlock, Buckner, Dockery, Reid, Haynes, Hodge, and E. Williams	SEF
05/09/2018	Sherlock, Buckner, Dockery, Reid, Haynes, Hodge, E. Williams and Beasley	Framework Priorities
05/14/2018	Sherlock, Buckner, Dockery, Reid, Haynes, Hodge, E. Williams Beasley and V. Williams and Jasper	Strategies and Actions
05/16/2018	Mitchell, Sherlock, Buckner, Dockery, Reid, Haynes, Hodge, E. Williams and Beasley	Strategies and Actions

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

- 5 Essential Survey 2016-17 status is Well Developed
- Build leadership capacity of teacher through assigned leadership roles in literacy, math, science, and culture/climate.
- Share the school's vision at LSC meetings, parent meetings, staff meetings, and with the community at Family Night
- ILT Team help with decision making and to develop CIWP goals
- Survey Teachers and develop Professional Development Plan
- Build shared leadership through opportunities for teachers to lead professional development workshops for their colleagues.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### 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

1 2 3 4

- ILT shares a common goal to improve the academic success of all students
- ILT meets every two weeks and review data to celebrate successes, identify challenges, create action plans to improve data and monitor action plans.
- ILT Team members meet with Teacher teams bimonthly to share celebrations, challenges and action plans
- ILT is comprised of teacher representatives from primary, intermediate, middle, upper, and special education teachers along with the counselor 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
- Data is utilized to incorporate evidence-based interventions

### 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### 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

1 2 **3** 4

- Provide both whole staff and differentiated professional learning to individual teacher levels
- Teachers participate in CPS Summits
- 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 opportunities to conduct professional development during grade level meetings
- Informal observations and REACH evaluations are used to monitor best practices
- Teachers meet weekly in teams to analyze student work thus, advancing student achievement

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

1 2 **3** 4

- Use CPS time distribution to maximize instructional time
- Use grants and funds to support school needs thus improve teaching and learning
- Ensure school is fully staffed with highly qualified teachers
- Partnership with Communities In Schools to address students' academic and social needs
- Skillfully assign teachers and students to classrooms to maximize student achievement
- Develop MTSS Team to develop and implement plan

### 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"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 3 4

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.

- \* Curriculum has been aligned to the Common Core State Standards and Next Generation Science Standards.
- \* Current pacing guides implemented by the CPS Network are utilized by all teachers.
- \* Weekly and 5-week assessments are used to guide instruction.
- \* Teachers meet weekly to plan and discuss student progress/strategies.
- \* Teachers' plans include effective pedagogical approaches that are appropriate for student learning of the content and skills being taught as well as anticipate student misconceptions.
- \* Teacher Leaders attend and participate in CPS Summits.
- \* Teacher teams meet with administrators to evaluate student work samples and assessments.
- \* Teacher Leaders meet biweekly with teacher teams to dis-aggregate student data.
- \* Teachers Use data to identify all students' progress and gaps to inform next steps
- \* All students participate in Problem-Base-Learning projects.
- \* The NWEA Learning Continuum is used to focus on students' academic needs.
- \* Students are able to work on Edgenuity which allows students to work on their individual NWEA RIT Band level.

### Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**

- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW: WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### 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

\* Reading Street, Go Math, Common Core Code X, Read-Works, Phonics and Haggerty, IXL, Khan academy, Ready Common Core, Extra-Math.org, Measuring-Up Live, and Pearson leveled Readers

and online components are instructional materials used that provide modifications and extensions to differentiate instruction for all students.

\* Lesson plans include effective pedagogical approaches that are appropriate for student learning of the content and skills being taught as well as anticipate student misconceptions.

\* Lesson plans include developmentally appropriate strategies for individual students including students with IEP's.

\* The NWEA Learning Continuum is used to focus on students' academic needs.

\* Lesson plans and learning objectives integrate and coordinate a range of thinking skills, ways to demonstrate learning (i.e. reading, writing, speaking, collaborating), and interdisciplinary connections.

\* Ongoing professional development for general education and special education teachers to improve the quality of IEPs, progress monitoring and instruction.

## 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Curriculum &amp; Instruction</a></li> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

Score

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

1 2 3 4

- \* 5 Essential Survey 2016-17 Ambitious Instruction status is Very Strong.
- \* SQRP reflects Reading Growth on NWEA MAP (grades 3-8) Better than 95% of schools nationally.
- \* SQRP reflects Math Growth on NWEA MAP (grades 3-8) Better than 73% of schools nationally.
- \* Pre-K to 8th grade teachers are learning how to guide their students to analyze, discuss and write about challenging literature and nonfiction
- \* Teacher teams meet with administrators to evaluate student work samples and assessments.
- \* Students regularly engage in Math talks and Project Based Learning with their classmates.
- \* Samples of student work and assessments are examined during teacher team meetings.
- \* Through investigations, questions, experiments, and collected data, students do the work of scientists throughout the Next Generation Science Standards.
- \* Students complete challenging and inquiry-based activities and assignments.
- \* Learning objectives encourage in-depth study of content and engage students in rich classroom discourse.

### 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). 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (EQIP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

### Transitions, College & Career Access & Persistence:

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)

Score

1 2 **3** 4

- \* Students in the 7th and 8th grades utilize the Naviance program with the counselor.
- \* Student data is monitored to ensure students are on-track to the next grade level or phase in life. Students meet with LA and math teachers to review their NWEA scores and set goals to meet/exceed their growth targets in reading and math.
- \* Students are guided through the high school application process to ensure schools fit students' future goals.
- \* 100% the 8th Grade students attended the Network 5 high school fair. 60% of 6th-8th grade students attended the 100 Black Men College Fair
- \* 7 high school counselors and a team of students visited Tilton to recruit and inform students of their school's programs.
- \* Utilized GoCPS system to assist students and their parents with the high school selection process
- \* Provide students with opportunities to explore and research STEM careers
- \* Students participated in the Lego competition and the Invention Convention competition
- \* WAR (We Are Ready) after-school program
- \* OST after-school program (Out of School Time)

### 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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for Teaching	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Presenting college plans from meeting equity</li> <li>✓ To &amp; Through Toolkit</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

- \* Teacher uses specific strategies to enhance students' understanding of big ideas in the content.
- \* Teacher invites student inquiry, debate, and encourages students to reference text(s) or their own life experiences.
- \* Teacher asks students to complete challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content, and/or engage individual students.
- \* Teacher adjusts pacing of instruction and transitions based on student needs or input.
- \* Teacher provides time and strategies for students to review or discuss the tasks, skills or content.
- \* Teacher uses a variety of formal and informal means to frequently check individual student progress.
- \* Teacher identifies appropriate "teachable moments" and uses them to further engage students in the content or learning.
- \* Teacher frequently adjusts instruction and implements strategies to help individual students experiencing difficulties in the learning process or to further challenge students.

## 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### 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

- \* Assessment data is used regularly to guide grouping and instructional decisions.
- \* Teacher teams meet with administrators to evaluate student work samples and assessments.
- \* Informal assessments are used regularly to evaluate the effectiveness of instruction.
- \* School-wide grading scale in place.
- \* Teacher Leaders meet biweekly with teacher teams to dis-aggregate student data.
- \* Students are engaged in self-assessment to keep track of progress and set goals for themselves.
- \* Teacher uses multiple examples from class to assess the impact of instructional strategies on individual students' learning needs.
- \* Teachers track completion of or record grades for students' work.
- \* Diverse learners are evaluated and graded according to students' IEP's.
- \* Measuring Up Live will allow teachers to create Common Core aligned assessments.

### 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 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.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

### Multi-Tiered System of Supports:

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

- \* SEL has been incorporated in daily lesson plans in all classrooms.
- \* The CPS Multi-Tiered Systems of Support provides a framework for support for students in all classroom settings.
- \* Teachers adjust their response to student misbehavior for individual students' needs
- \* Teacher implements strategies to help individual students.

### Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-P02).**
  - 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
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
Measures	✓ Attendance Rates
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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

- 5 Essential Survey 2016-17 Supportive Environment status is Very Strong.
- 5 Essential Survey 2016-17 Ambitious Instruction status is Very Strong.
- 5 Essential Survey 2016- 17 Student Growth in Reading By Grade Level is Far Above Average
- Network Attendance Report reflects Tilton's weekly attendance average to be 96.1%.
- SQRP reflects Reading Growth on NWEA MAP (grades 3-8) Better than 95% of schools nationally.
- SQRP reflects Math Growth on NWEA MAP (grades 3-8) Better than 73% of schools nationally.
- 5 Essentials Survey 2016- 17 Safety status is Strong.

### 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SIGEP: Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Competency Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (enr.edu/te)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

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.

### Score

1 2 **3** 4

- 5 Essential Survey 2016-17 Supportive Environment status is Very Strong.
- My Voice, My School Survey school rating is Organized.
- Staff demonstrates knowledge and caring about individual students' lives beyond the class and school. Teachers find student interest and incorporate within lessons.
- Teachers frequently collect new information about learning styles to adjust lesson plans to meet the needs of all students. Teachers attend professional developments and grade level meetings.
- Teachers use data to identify all students' progress and gaps to inform next steps. Progress monitoring for MClass, NWEA Learning Continuum.
- Teacher Leaders meet biweekly with teacher teams to dis-aggregate student data and plan next steps. Grade level
- Administrators have an "Open door" policy for both staff and students.
- Administrators actively pursue opportunities to secure resources for student and family engagement. Ms. Holiday (counselor, provides 8th grade with high school applications, over our homeless program, leads medical van twice a year), family reading night (November), have breakfast with the Principal (March 9th), Mother/Son dance (May 11) and Father/daughter dance May 2017), attendance incentives (daily "shout-outs, out of uniform pass, monthly class pizza parties, attendance trips), Open House, STEM Night, STEM Science Fair, STEM Scopes 10/19

## 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
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	1b. <a href="#">Demonstrating Knowledge of Students</a> 2a. <a href="#">Creating an Environment of Respect and Rapport</a>
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
<b>Now WHAT? Materials to Support Improvement Planning</b>	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

- Students take an active role in promoting respect and showing care about individual classmates' interests and personalities. Junior Mediator program, Ms. Jackson's science program
- Students have input and/or choice of learning tasks and/or how to complete them. Daily Math Talks (SMART Goal), small group activities
- Students have input about grouping and/or initiate groups that support the needs of their peers. Kagan Strategies
- Social and academic programs after school. (after school program, saturday school, basketball, choir, Ms. Mohammad knitting class)
- Junior Mediators Program that meets once a week on Mondays.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - **Authentically interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• MVNS Student Survey completion rates and results</li> <li>• Artifacts from student organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Empowering Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

- 5 Essential Survey 2016-17 Supportive Environment status is Very Strong.
- 5 Essentials Survey 2016- 17 Safety status is Strong.
- 5 Essential Survey 2016-17 Ambitious Instruction status is Very Strong.
- My Voice, My School Survey school rating is Organized.
- Staff demonstrates knowledge and caring about individual students' lives beyond the class and school. When students are absent, teachers reach out to parents, some teachers provide parents with personal phone number.
- Junior Mediators Program in place.
- System in place for student transition. Security and/or teacher monitor
- Restorative practice in place. Instead of out of school suspension students can do in house detention.
- \* CHAMPS promote school wide safety and help maintain an orderly school environment.

## 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.
- **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.
- **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	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

- Restorative practice in place for student violations in categories 1-4 .
- 5 Essential Survey 2016-17 Supportive Environment status is Very Strong.
- Junior Mediators Program in place.
- MTSS is utilized for students who need academic/ or behavior support
- Student behavior plans are utilized.
- School wide SEL curriculum in place.
- My Voice, My School Survey 2016-2017 Number of out-of-school suspensions per 100 students is 13.7.
- My Voice, My School Survey 2016-2017 Percent of misconducts resulting in out-of-school suspension is 24%.
- Staff demonstrates knowledge and caring about individual students' lives beyond the class and school.
- Support groups and check-in systems with counselor, social worker, and psychologist are in place.
- \* During Junior Mediator, meet once a week on Wednesdays. They also meet every other Wednesday to debrief. the older students discuss problems with younger students and discuss ways to problem solve issues among the 4th and 5th graders.

### 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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## 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
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

- Parents utilize the CPS Parent Portal.
- Parents are active on the Local School Council and Title I PAC committees
- 5 Essential Survey 2016-17 Involved Families: status is Neutral.
- Parent volunteers and Liaisons are active throughout the school.
- My Voice, My School Survey school rating is Organized.
- Teachers regularly communicate individual student activities with families. Teachers give out personal phone number for parent conferences
- Teachers use strategies to include student contributions to communication with families. Have breakfast with the Principal, family reading night, academic assemblies, Ravinia

### Guide for Parent and Family 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	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> ☐

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
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.	79.00	95.00	76.00	81.00	86.00
<b>National School Growth Percentile - Math</b>					
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.	45.00	73.00	79.00	84.00	89.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
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.	49.30	60.80	61.00	66.00	71.00
<b>African-American Growth Percentile - Reading</b>					
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.	79.00	95.00	76.00	81.00	86.00
<b>Hispanic Growth Percentile - Reading</b>					
Tilton's Hispanic 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.	(Blank)	(Blank)	76.00	81.00	86.00
<b>English Learner Growth Percentile - Reading</b>					
Tilton's English Learner growth percentile will increase by at least 3%.	(Blank)	(Blank)	0.00	3.00	6.00
<b>Diverse Learner Growth Percentile - Reading</b>					
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	99.00	79.00	68.00	73.00	78.00
<b>African-American Growth Percentile - Math</b>					
Tilton's 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.	47.00	75.00	79.00	84.00	89.00
<b>Hispanic Growth Percentile - Math</b>					
Hispanic growth will continue to increase by 3% as it did in the year 2017.	(Blank)	(Blank)	79.00	82.00	85.00
<b>English Learner Growth Percentile - Math</b>					
Tilton's English Learner growth percentile will increase by at least 3%.	(Blank)	(Blank)	0.00	3.00	6.00
<b>Diverse Learner Growth Percentile - Math</b>					

Tilton's Diverse Learner growth percentile will increase by 5% each year, per the CIWP strategies that will be put in place	81.00	96.00	79.00	84.00	89.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

National school attainment percentile will increase from 25% to 30%, per the CIWP strategies that will be put in place.	27.00	42.00	20.00	25.00	30.00
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**National School Attainment Percentile - Math (Grades 3-8)**

National attainment percentile in math for 3rd-8th grade students will increase by 5%, per the CIWP strategies that will be put in place to improve teaching and learning	20.00	26.00	30.00	35.00	40.00
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**National School Attainment Percentile - Reading (Grade 2)**

Tilton's 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.	58.00	10.00	25.00	30.00	35.00
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**National School Attainment Percentile - Math (Grade 2)**

National attainment percentile in math for 2nd grade will increase by 5%, per the CIWP strategies that will be put in place to improve teaching and learning	47.00	27.00	31.00	36.00	41.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Students making annual progress on ACCESS will increase by 3%.	(Blank)	(Blank)	0.00	1.00	1.00
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**Average Daily Attendance Rate**

Tilton's average daily attendance rate will increase by at least 1% each year, per the attendance plan that will be put in place to maintain 96%.	93.60	93.30	96.00	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

My voice my school survey indicated the the school is well organized.Tilton will continue to be well organized as we develop out MTSS program per the CIWP	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Develop an ILT Team that have a consistent structure for teacher leadership that is focused on creating and implementing the school's theory of action that improve teaching and learning by ensuring meetings are a productive forum that identify challenges, collect and review evidence, exchange ideas and propose and implement solutions to improve achievement for all students

ILT Team engaged in on-going inquiry as a basis for improvement. Shared leadership for improving teaching and learning. Use of protocols and asking probing questions. Use of timely and relevant data.

Highly Effective score on the (ILT) Effectiveness Rubric with supported evidence and CIWP goals met (96% attendance 5% increase on NWEA attainment 5% increase on Amplify Assessments and a 5% decrease on misconducts).

Tags:

Data Use, Instructional leadership team, Action items

Area(s) of focus:

1



Action step	Responsible	Timeframe	Status
Develop a plan/calendar to monitor action items to increase school wide achievement through daily walk-through with rubric and feedback to staff.	Administrators	Sep 14, 2018 to Jun 14, 2019	Not started

**Feedback, Rubric, Action items, Walk-through**

Determine ILT team members and roles for SY2018-19	Administrators	Aug 13, 2018 to Aug 13, 2018	Not started
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**ILT, Roles**

Develop ILT meeting dates and data review calendar for SY 2018-19 that coincide with the Teacher Team meetings to ensure concerns and action items are implemented school wide.	ILT Team members	Aug 20, 2018 to Aug 20, 2018	Not started
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**Data Use, ILT, Calendar**

Use Knowledge Center as a resource to provide ILT team members with professional development on ILT Modules and protocols	Administrators	select	Not started
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**ILT**

Data strategist desegregate data (NWEA Dibels, Mclass Math, On Track, Attendance, and Misconducts etc.) and provide ILT team members with data and focus questions 3 days before meeting	Data strategist	select	Not started
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**Data analysis, Data review, Data analysis protocol**

Include ILT report on Teacher Team (TT) meeting agendas to ensure ILT team members present concerns and action items at TT meetings and monitor the effectiveness of strategies	Administration ILT members	select	Not started
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**ILT, Teachers teams, Action items**

Score ILT team meetings using the ILT Effectiveness Rubric at the end of each quarter.	Administrators Network 5	select	Not started
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**ILT**

**Strategy 2**

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. Teachers will give feedback that is specific and advances student learning thus, inform next steps. A grading system will be implemented to ensure Gradebook reflects student learning

...then we see...

Student's identity increase. Students will identify their strengths/weaknesses and areas that need improvement. Teachers recognizing where students are deficient and need advancement and address their problems immediately

...which leads to...

Reteaching struggling students, challenging those mastery students with rigorous assignments. Students taking ownership of their learning. Parent involvement leads to better parent/student/teacher relationships 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:

Progress monitoring, Formative assessment, Student feedback, Summative assessment, Ccss alignment, Specific feedback

Area(s) of focus:

Action step	Responsible	Timeframe	Status
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September teachers will have PD on Gradebook procedures, Tilton policy and grading protocols	Administrators	Aug 29, 2018 to Jun 1, 2019	Not started
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**Grading policy, Grade book, Alignment assessment, Grading expectations**

Teachers 1st - 8th required to add enough grades (class activities and assessments) per week aligned to CCSS	1st - 8th Grade Teachers	Aug 29, 2018 to Jun 3, 2019	Not started
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**Authentic tasks, Student work, Authentic assessment, Ccss alignment**

Administrators monitor Gradebook with Gradebook Monitoring Tool weekly and give teachers feedback that leads to teachers implementing grades aligned to CCSS and reteaching when less than 80% mastery	Administrators	Sep 3, 2018 to Jun 14, 2019	Not started
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**Grading policy, Gradebook monitoring, Gradebook**

Teachers will use Measure up to create 5 week assessments aligned to CCSS	Kdg - 8th Grade Teachers	Sep 3, 2018 to Aug 20, 2019	Not started
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**Authentic assessment**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Teachers/Staff and Clinicians develop and implement a Multi-Tiered System of Support to develop students' SEL. All stakeholders will work in partnership to meet Network 5 SEL goals in order to positively impact students' academic achievement and meet their social emotional needs.	<ul style="list-style-type: none"> <li>*A positive social/emotional growth within students.</li> <li>*A better teacher/staff and student relationship.</li> <li>*A sense of community within the classrooms.</li> <li>*Improvement in in self respect and self esteem.</li> <li>*Academic growth in all subject areas.</li> <li>*Improvement in attendance</li> <li>*Increase students' On Track Performance</li> <li>*Character Education enriched learning environment.</li> </ul>	<p>Improved classroom management and overall student academic success in meeting their individual goals.</p> <p>A decrease in misconducts by 25% and an increase in attendance by 7% Decrease in calls for Crisis Intervention by 10%</p>
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Tags:

MTSS, Multi-tiered support systems, Mtss coordinator, Mtss criteria, Mtss data, Mtss interventions, Mtss monitoring

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Teachers will be provided monthly professional development by counselor and clinicians to implement research based instructional strategies and techniques that will assist with social/emotional behaviors, and develop behavior plans.	Administration, Counselor, Clinicians	Aug 27, 2018 to Jun 14, 2019	Not started

**SEL, Professional development, Sel interventions**

MTSS Team will meet with teacher teams to dis-aggregate data and identify and create intervention plans for struggling students. In July, Survey all classrooms to see which classrooms have Second Step materials. Survey teachers to see who need professional development and provide PD by August 31, 2018.	MTSS Team, Teacher teams	Jul 2, 2018 to Jun 14, 2019	Not started
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**Mtss-sel, Mtss, rigorous tasks, Mtss tool, Mtss tracker, Mtss data**

MTSS Tracker and MTSS log-in tool will be implemented by the teaching staff.	Administrators and appointed designees	Aug 31, 2018 to Jun 14, 2019	Not started
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**Mtss tracker**

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	K-8 Teachers	Sep 24, 2018 to Jun 14, 2019	Not started
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**Mtss, rigorous tasks, Mtss sel, Mtss interventions, Mtss professional development**

Continue partnerships with Communities In Schools to utilize programs that will provide students and families with resources to support their social/emotional development, thus improving student behavior, attendance, and academic achievement.	K-8 Teachers	Aug 27, 2018 to Jun 14, 2019	Not started
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**Multi tiered systems of support, Mtss math, Mtss reading, Mtss interventions**

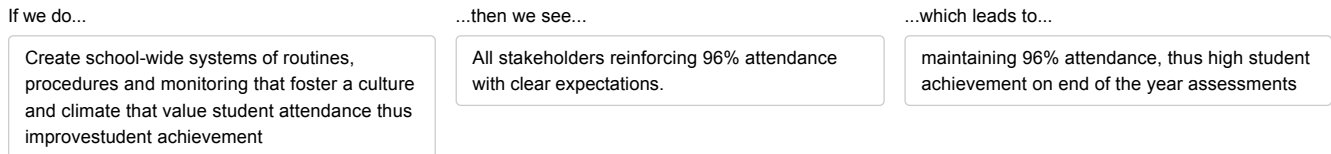
School Stackholders will work in partnership to infused SEL curriculum and mindset throughout the curriculum and school culture	K-8th Teachers	Sep 10, 2018 to Jun 30, 2019	Not started
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**School-wide culture, Social and emotional learning**

Teachers will engage students in Second Step for 30 minutes each day. Second Step will be included in master schedule.	K-8th Teachers	Aug 28, 2018 to Aug 28, 2018	Not started
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**Second step, School-wide culture, Social and emotional learning, Social emotional support, Postive environment**

**Strategy 4**



Tags:  
Attendance plan, Attendance, Attendance goals

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Devise and meet with attendance team to review, revise and implement an attendance plan to maintain 96% attendance	- Administrators -Attendance clerk -Security ILT Team	Aug 27, 2018 to Jun 14, 2019	Not started

**Attendance plan, Attendance interventions, Attendance incentives, Attendance data, Attendance improvement, Attendance goals**

Share attendance goals and plan with all stakeholders ~ State of the School Address, Open House, ILT meeting, Grade level meetings School-wide assembly in September 2018	Attendance team	Sep 27, 2018 to Oct 25, 2018	Not started
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**Attendance plan, Attendance incentives**

Meet with parents and students with attendance below 96% as needed or quarterly to create a plan to improve attendance. Parents and students will sign an attendance contract	Attendance clerk Adminisrators	Sep 28, 2018 to Jun 19, 2019	Not started
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**Attendance contracts, Attendance plan parent conference**

Create an attendance calendar (by-monthly and monthly) of events to encourage parents and students to maintain 98% attendance

Attendance Team

Aug 13, 2018 to  
Aug 14, 2018

Not started

### Attendance plan, Attendance incentives

#### Action Plan

#### Strategy 1

NOT STARTED

Develop a plan/calendar to monitor action items to increase school wide achievement through daily walk-through with rubric and feedback to staff."

Sep 14, 2018 to Jun 14, 2019 - Administrators

#### Status history

Jun 3

NOT STARTED

Jun 03, 2018

#### Evidence

ILT monitoring tool

NOT STARTED

Determine ILT team members and roles for SY2018-19"

Aug 13, 2018 to Aug 13, 2018 - Administrators

#### Status history

Jun 3

NOT STARTED

Jun 03, 2018

#### Evidence

ILT membership invitation and organization sheet

NOT STARTED

Develop ILT meeting dates and data review calendar for SY 2018-19 that coincide with the Teacher Team meetings to ensure concerns and action items are implemented school wide."

Aug 20, 2018 to Aug 20, 2018 - ILT Team members

#### Status history

Jun 3

NOT STARTED

Jun 03, 2018

#### Evidence

Completed ILT 2018-19 Calendar

NOT STARTED

Use Knowledge Center as a resource to provide ILT team members with professional development on ILT Modules and protocols"

- Administrators

#### Status history

Jun 3

NOT STARTED

Jun 03, 2018

#### Evidence

ILT sign-in sheet, agenda and presentation

NOT STARTED

Data strategist desegregate data (NWEA Dibels, Mclass Math, On Track, Attendance, and Misconducts etc.) and provide ILT team members with data and focus questions 3 days before meeting"

- Data strategist

### Status history



NOT STARTED

Jun 03, 2018

**Evidence**

-ILT data -Meeting agenda

NOT STARTED

Include ILT report on Teacher Team (TT) meeting agendas to ensure ILT team members present concerns and action items at TT meetings and monitor the effectiveness of strategies"

- Administration ILT members

### Status history



NOT STARTED

Jun 03, 2018

**Evidence**

-TT agendas -ILT effectiveness monitoring tool

NOT STARTED

Score ILT team meetings using the ILT Effectiveness Rubric at the end of each quarter."

- Administrators Network 5

### Status history



NOT STARTED

Jun 03, 2018

**Evidence**

ILT Effectiveness Rubric

## Strategy 2

NOT STARTED

September teachers will have PD on Gradebook procedures, Tilton policy and grading protocols"

Aug 29, 2018 to Jun 01, 2019 - Administrators

### Status history



NOT STARTED

Jun 03, 2018

**Evidence**

PD agenda PD sign-in sheet

NOT STARTED

Teachers 1st - 8th required to add enough grades (class activities and assessments) per week aligned to CCSS"

Aug 29, 2018 to Jun 03, 2019 - 1st - 8th Grade Teachers

### Status history



NOT STARTED

Jun 03, 2018

**Evidence**

Gradebook monitoring tool

NOT STARTED

Administrators monitor Gradebook with Gradebook Monitoring Tool weekly and give teachers feedback that leads to teachers implementing grades aligned to CCSS and reteaching when less than 80% mastery"

Sep 03, 2018 to Jun 14, 2019 - Administrators

### Status history

Jun 3

NOT STARTED

Jun 03, 2018

**Evidence**

Gradebook monitoring tool

NOT STARTED

Teachers will use Measure up to create 5 week assessments aligned to CCSS"

Sep 03, 2018 to Aug 20, 2019 - Kdg - 8th Grade Teachers

### Status history

Jun 3

NOT STARTED

Jun 03, 2018

**Evidence**

Authentic assessments

### Strategy 3

NOT STARTED

Teachers will be provided monthly professional development by counselor and clinicians to implement research based instructional strategies and techniques that will assist with social/emotional behaviors, and develop behavior plans."

Aug 27, 2018 to Jun 14, 2019 - Administration, Counselor, Clinicians

### Status history

Jun 3

NOT STARTED

Jun 03, 2018

**Evidence**

Meeting agendas, student behavior plans, misconduct reports, progress reports, and notes from meetings.

NOT STARTED

MTSS Team will meet with teacher teams to dis-aggregate data and identify and create intervention plans for struggling students. In July, Survey all classrooms to see which classrooms have Second Step materials. Survey teachers to see who need professional development and provide PD by August 31, 2018."

Jul 02, 2018 to Jun 14, 2019 - MTSS Team, Teacher teams

### Status history

Jun 3

NOT STARTED

Jun 03, 2018

**Evidence**

Meeting agendas Notes from meetings

NOT STARTED

MTSS Tracker and MTSS log-in tool will be implemented by the teaching staff."

Aug 31, 2018 to Jun 14, 2019 - Administrators and appointed designees

## Status history

Jun 3

NOT STARTED

Jun 03, 2018

### Evidence

Noted MTSS Plans. Trackers and log-in tools utilized.

NOT STARTED

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"

Sep 24, 2018 to Jun 14, 2019 - K-8 Teachers

## Status history

Jun 3

NOT STARTED

Jun 03, 2018

### Evidence

Trackers and log-in tools utilized.

NOT STARTED

Continue partnerships with Communities In Schools to utilize programs that will provide students and families with resources to support their social/emotional development, thus improving student behavior, attendance, and academic achievement."

Aug 27, 2018 to Jun 14, 2019 - K-8 Teachers

## Status history

Jun 3

NOT STARTED

Jun 03, 2018

### Evidence

Increase in students' ability to regulate behaviors. Decrease in student misconducts.

NOT STARTED

School Stackholders will work in partnership to infused SEL curriculum and mindset throughout the curriculum and school culture"

Sep 10, 2018 to Jun 30, 2019 - K-8th Teachers

## Status history

Jun 3

NOT STARTED

Jun 03, 2018

### Evidence

On Track rate Lesson Plans

NOT STARTED

Teachers will engage students in Second Step for 30 minutes each day. Second Step will be included in master schedule."

Aug 28, 2018 to Aug 28, 2018 - K-8th Teachers

## Status history

Jun 3

NOT STARTED

Jun 03, 2018

### Evidence

Lesson Plans Monitoring Tool



## Strategy 4

**NOT STARTED** Devise and meet with attendance team to review, revise and implement an attendance plan to maintain 96% attendance"  
Aug 27, 2018 to Jun 14, 2019 - - Administrators -Attendance clerk -Security ILT Team

### Status history

Jun 3

**NOT STARTED** Jun 03, 2018  
**Evidence**  
2018-19 Attendance plan

**NOT STARTED** Share attendance goals and plan with all stakeholders ~ State of the School Address, Open House, ILT meeting, Grade level meetings School-wide assembly in September 2018"  
Sep 27, 2018 to Oct 25, 2018 - Attendance team

### Status history

Jun 3

**NOT STARTED** Jun 03, 2018  
**Evidence**  
Attendance sign-in sheet and agenda

**NOT STARTED** Meet with parents and students with attendance below 96% as needed or quarterly to create a plan to improve attendance. Parents and students will sign an attendance contract"  
Sep 28, 2018 to Jun 19, 2019 - Attendance clerk Adminisstrators

### Status history

Jun 3

**NOT STARTED** Jun 03, 2018  
**Evidence**  
-Attendance contract -Student attendance data

**NOT STARTED** Create an attendance calendar (by-monthly and monthly) of events to encourage parents and students to maintain 98% attendance"  
Aug 13, 2018 to Aug 14, 2018 - Attendance Team

### Status history

Jun 3

**NOT STARTED** Jun 03, 2018  
**Evidence**  
Attendance incentives calendar

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.

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

## ESSA Program

### ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/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.

ESSA 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

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Our mission is to provide all students with a 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 provides 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 and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Parent Annual Meeting will be held at Tilton STEM in September 2018 in the Parent Room (114) and the Parent Organizational Meeting will be held in September 2018. A Back to School Open House will be held as well. 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.

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

Parents may request meetings with staff members. Parent-teacher conferences will occur before/after school as scheduled by the teacher and during a teachers' Prep period (as scheduled by the teacher). 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 ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

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 and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

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

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

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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

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

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

## School-Parent Compact

Complete

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

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 and family members 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Parents will meet monthly 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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 784 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 523 .00
54125	<b>Consultants</b> 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)	\$ 785 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> 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.	\$ Amount .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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 by used only by parents.	\$ Amount .00