



2012-2014 Continuous Improvement Work Plan

Edward Tilden Career Community Academy HS

Southwest Side High School Network

4747 S Union Ave Chicago, IL 60609

ISBE ID: 150162990250044

School ID: 609735

Oracle ID: 53121



Mission Statement

To empower all to achieve their personal, civic, and professional goals in a safe, supportive community.

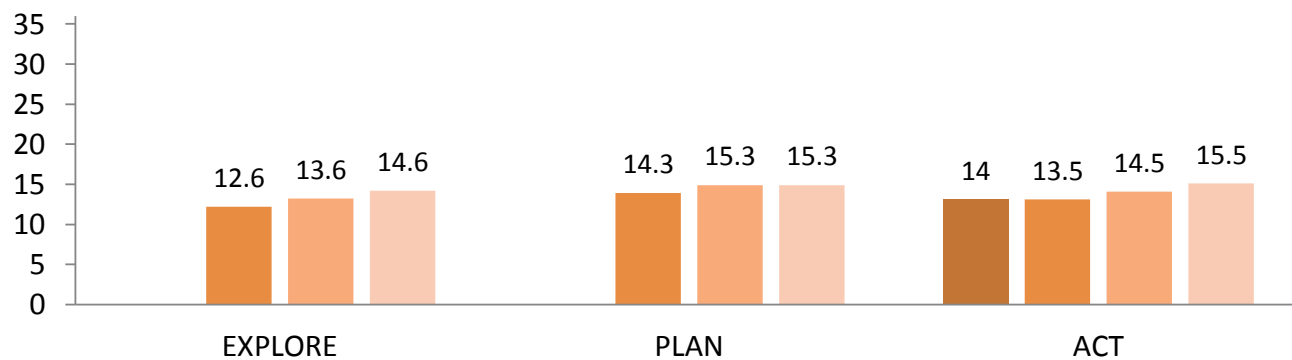
Strategic Priorities

1. Develop and implement professional learning community groups where teachers and teachers leaders create common assessments (including performance tasks based on standards) and rigorous learning experiences for students.
2. Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.
3. Restorative Justice practices will ensure students repair the harm that has been done to fellow students, staff or school property.
4. Use school wide incentives, and interventions to ensure all students come to school by differentiate student attendance rates so that all students have an attendance plan for each year.

School Performance Goals

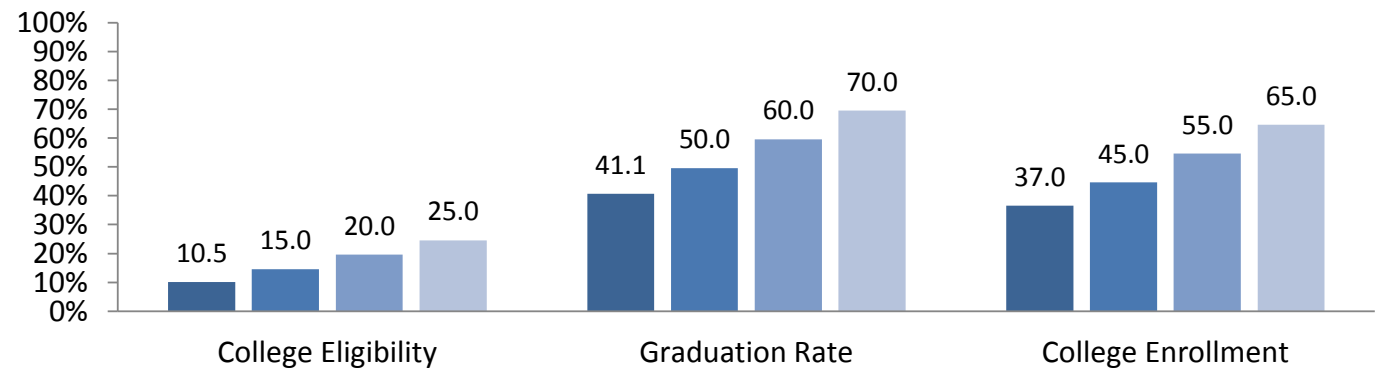
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Edward Tilden Career Community Academy HS

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Maurice Swinney	Principal
Ellen Kennedy	Assistant Principal
Jassen Lanfair	Classroom Teacher
Lindsey Koch	Classroom Teacher
Sarah Laskin	Classroom Teacher
Kelsey Leonard	Classroom Teacher
Joellen Bogan	Classroom Teacher
Derrick Bass	Other
Jennifer Stevenson	Counselor/Case Manager



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		11.6	12.6	13.6	14.6	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	10.5	15.0	20.0	25.0
10th Grade - PLAN Average PLAN score		13.3	14.3	15.3	15.3	5-Year Graduation Rate % of students who have graduated within 5 years	41.1	50.0	60.0	70.0
11th Grade - ACT Average ACT score	13.5	12.5	13.5	14.5	15.5	College Enrollment % of graduates enrolled in college	37.0	45.0	55.0	65.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.7	1.7
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	0.2	0.2

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	78.4	80.0	82.5	85.0	Misconducts Rate of Misconducts (L4-6) per 100	13.0	11.0	9.0	7.0
Freshman On-Track % of Freshman Students on-track	86.5	90.0	92.5	95.0	Sophomore On-Track % of Sophomore students on track	62.9	65.0	70.0	75.0



High School Goal Setting

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	6.0	10.0	15.0	20.0		PSAE Reading % of students exceeding state standards	0.0	1.0	2.0	3.0
PSAE Mathematics % of students meeting or exceeding state standards	8.2	15.0	20.0	25.0		PSAE Mathematics % of students exceeding state standards	0.0	1.0	2.0	3.0
PSAE Science % of students meeting or exceeding state standards	4.5	10.0	15.0	20.0		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	3.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Tilden has established clear, measurable goals for student achievement aimed at narrowing the achievement gap and ensuring a high graduation rate, attendance rate, and college readiness.</p> <p>A Response to Intervention will be developed and implement based on formative assessment and blending learning. A school-wide supplemental instruction/tutoring program will emerge the school focuses on essential learnings/enduring understandings.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>**ILT, SD & I Team, POD Grade Level Lead Teachers review and analyze instructional coaches logs, classroom observation data, and student work to determine professional learning needs for all staff, departments, or on at grade levels.</p> <p>**The principal continually has conferences with teachers and teacher leaders to review student work, interim, teacher made assessment, EPAS quarterly, performance tasks to ensure students gain access to rigourous content, complete complete tasks, and use academic feedback to improve work.</p> <p>**Throughout the school year teachers and counselors have 1:1 conferences with students to review EPAS gains and goals, attendance rates and goals, & weekly course progress. Additional conferences may be held for tier 2 and tier 3 students.</p> <p>**We also hold monthly parent cafe's for parents to discuss improving school culture and student academic progress.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>**We have two primary divisions that all staff members fall under for leadership and supervision: Curriculum and Instruction which is lead by the Instructional Leadership Team (ILT), lead by the principal and Student Development and Intervention which is led by Student Development and Intervention Team (SD & I) led by an assistant principal. The C & I division is comprised of all the teachers including paraprofessionals. The SD and I division is comprised of all non-instructional staff members (counselors, social workers, security, custodians, engineers, ESP's, case manager, deans, etc.).</p> <p>**Teachers participate in instructional rounds to share common practices and improve their classroom instruction.</p> <p>**All team will work in a professional learning collaborative culture where teams examine data to make decisions that will improve student academic and behavioral progress to be college and career ready.</p> <p>**The T&L Specialist will also be part of the ILT, working with ADCs to build their capacity</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT (including administrators and department chairs) influences instruction in the classroom by identifying skills though assessment data and sharing them with teachers to help plan instruction. Core instructional and Rtl interventions are created.</p> <p>The ILT manages some internal instructional initiatives but primarily implements districtwide instructional mandates. The school data team analyzes the data for the ILT and all staff to process.</p> <p>Each ILT member is responsible for following a coaching plan and provides weekly one-on-one instructional coaching to teachers in his or her department. The ILT makes key school-wide decisions in regard to professional development and school-wide practices. Although each teacher in the ILT is a reflective practitioner, Tilden's ILT must continually reflect on its own processes as a group.</p>	
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Senior Leadership Team identifies priorities and key performance indicators on a quarterly basis and monitors progress on a weekly basis. We conduct monthly performance management meetings at the school level to monitor and adjust action plans if necessary. Academic dept and course teams, and teachers analyze school, course and student level data by going through DDI cycle on a quarterly basis.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>**Tilden will use unit plans developed by the Understanding by Design process, aligned with College Readiness Standards. The central work of the teachers will be to align units to Common Core State Standards as well as develop assessments, lessons, and interventions for each unit. **Teachers will collaborately share models of strong and weak work to improve instructional design. **As a result, each academic department is vertically aligned to the College Readiness Standards. We also have developed units of study using the Understand by Design framework. Each course team has collaborated on the development of these units and they continue to review and revise these units based on the students that they have in their classes.</p> <p>**The implementation of EPAS aligned, high interest reading/writing electives that are being developed by OSI and implemented in the Tilden high school course sequence.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Teacher created curriculum is monitored by the curriculum team for research based instructional strategies, standards alignment and authentic literacy materials. Differentiated instructional materials are supplemented by teachers and peer reviewed for standards alignment in departmental meetings. We are working to increase the use of technology and have made advances in purchasing iPad carts and creating a blended learning curriculum for courses.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>The use of EPAS aligned interim assessments and retired EPAS assessments is very strong. Teachers use CIM to give teacher created, EPAS aligned assessments. Data is available immediately to teachers and teachers follow a common planning rhythm in which they are given time to analyze data immediately after assessments are administered and graded. Tilden will work on creating effective rubrics for grading performance tasks, which will be aligned with Common Core. There is still room for growth in creating rubrics that effectively assess student mastery of the skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Formative assessments will be administered and analyzed throughout the year in the form of district and teacher-created assessments and some student work.</p> <p>Teachers will converse and analyze data from interim assessments within grade level, departmental, and ILT settings.</p> <p>Curriculum Team and Departmental peer observations shall be conducted biweekly to observe instructional best practices and fidelity to lesson planning. Teacher-created skills assessments, administered quarterly, are reviewed at the departmental and grade level team meetings. Instructional objectives are adjusted in response to identified student needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> We use the Response to Intervention approach with Grade Level teams of staff/teachers (i.e. PODS) to implement three tiers of intervention for academics and behavior Teacher teams and administrators meet to discuss student support plans for students that are "off-track." Teachers teams use and read a professional articles and books to support academic and behavior interventions. Teachers use protocols to analyze and discuss school wide data. Grade Level Teams are supported with two lead teachers and members of the ILT. We use a common agenda in all course team, department, grade level meetings with norms, roles and action items assigned. The CARE Team will provide social emotional support to students. 	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Whole school professional development will be based on the instructional landscape of the school: alignment of assessments, instruction, and interventions. We have a professional learning plan that is aligned to the common planning rhythm, where all teachers receive embedded professional development around the school-wide goals. **Each teacher is coached weekly either by a department chair or administrator, and data is logged for each teacher in a knowledge management system. The entire school staff receives professional development is tightly aligned ot the school-wide KPIs. Early-release Wednesdays will sometimes be used for whole- 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *We use the Response to Intervention approach with Grade Level teams of staff/teachers (i.e. PODS) to implement three tiers of intervention for academics and behavior *Teacher teams meet to discuss student support plans for students that are "off-track" *Teachers teams use and read a professional articles and books to support academic and behavior interventions *Teachers use protocols to analyze and discuss school wide data *Grade Level Teams are supported with two lead teachers and members of the ILT *We use a common agenda in all course team, department, grade level meetings with norms, roles and action items assigned 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> ILT identifies teachers’ needs for support and provides feedback for lesson planning, instructional best practices, and classroom management. Targeted peer observations are conducted weekly to monitor progress and document professional growth. ILT researches and suggests quality professional development workshops for teachers to attend. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>During the first quarter of the school year and beyond, college is emphasized through college visits, college fairs, guest speakers, admissions counselors, the What's Next Illinois program and other classroom interaction.</p> <p>-Mentors regularly discuss standardized test scores (both achieved and projected) in relation to college and career goals.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>*We will use the BOYS TOWN positive behavior model (Well Managed Classrooms) to create a culture of respect and expectations, also the use of a common language for addressing students and staff.</p> <p>*POD teams will examine data for patterns to provide interventions and incentives for student behavior.</p> <p>*We use an advisory/homeroom curriculum to build community in the classroom and also discuss the dynamics of student-student, and adult-student relationships.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>*School deans will facilitate the use the BOYS TOWN positive behavior model to create a culture of respect and expectations, also the use of a common language for addressing students and staff. (Training 2012)</p> <p>*During the second quarter of the school year, Implement Restorative Justice practices such Peace Circles, Victim/Offender Mediation (restorative conferences), Peer Jury.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> *Newsletters, and parent letters are sent home to inform family of school wide events, incidents, and school wide progress towards school goals. *We conduct monthly grade level meetings with students to share behavior, attendance, and transcript/grade information. *We have quarterly grade level awards ceremonies to celebrate student success. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 		
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Tilden will develop ways to honor the diversity among its student population by celebrating historical and culture milestones, holidays, and community accomplishments. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School-level stakeholders will participate in local community events and conduct home visits to engage with families.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Students will have a college and career day where visit Tilden to share information about their colleges and universities. In their Post Secondary Action course, students will learn more about colleges and careers (i.e. admissions criteria, scholarship opportunities, industry-based certifications).	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	We host a Junior Jump Start event to for parents and students at the end of their junior year to begin the college application process. We host multiple parent-student events for seniors to discuss financial aide, FAFSA, college applications.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	While there are a few after school activities/programs and athletic teams, Tilden is created others based on student interest. Our after school programs develop student leadership, musical talents, debate, and the arts.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>All seniors will be placed in a senior seminar class that help students complete application, financial aid, and FAFSA, while also developing career/job skills</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options, costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>We will host a Junior Jump Start event to for parents and students at the end of their junior year to begin the college application process</p> <p>We will host multiple parent-student events for seniors to discuss financial aid, FAFSA, college applications</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Tilden's principal and community connector has visited feeder school administrators, teachers, and students to share the new school vision and supports for student academic and behavioral growth.</p> <p>Several transition activities will be developed and implemented as the school year progresses.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	We will built partnerships with successful OSI partners that have been used with other turnaround schools in the past. We will also connect with faith-based organizations and other groups that can support student development.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	We will continue to use Office School Improvement's hiring process and team, candidates that make it through the process will then report to school for interviews with students and department members.	
	Use of Time ----->			3
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. School schedule is designed based on number of minutes per subject or course.	

Mission & Strategic Priorities

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

Mission Statement

To empower all to achieve their personal, civic, and professional goals in a safe, supportive community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop and implement professional learning community groups where teachers and teachers leaders create common assessments (including performance tasks based on standards) and rigorous learning experiences for students.	When teachers work collaborately to create assessments and learning modules that engage students in rigorous learning, students achieve better results. The intention is to use a coaching cycle that allows teachers to receive on-going professional support to improve instructional practices.
2	Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.	To ensure individual growth and academic achievement as evidenced by meeting and exceeding expected growth.
3	Restorative Justice practices will ensure students repair the harm that has been done to fellow students, staff or school property.	Decrease school wide misconducts, in particular, level 4-6 misconducts. The restorative practices build a culture of student voice and will ensure a decrease in recidivism for misconducts.
4	Use school wide incentives, and interventions to ensure all students come to school by differentiate student attendance rates so that all students have an attendance plan for each year.	Increase School Wide Attendance Rates.
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop and implement professional learning community groups where teachers and teachers leaders create common assessments (including performance tasks based on standards) and rigorous learning experiences for students.	When teachers work collaborately to create assessments and learning modules that engage students in rigorous learning, students achieve better results. The intention is to use a coaching cycle that allows teachers to receive on-going professional support to improve instructional practices.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ADCs and CCSS Lead Teachers develop expertise through network professional development sessions and by planning Common Core aligned units.	Professional Development	All	ILT	Summer 2012	On-going		
ADCs produce weekly RFS assessments for the classes they teach and track/document response frequencies for those assessments .	Professional Development	All	ILT	Summer 2012	On-going		
ADCs report and demonstrate increasing efficiency with RFS production, keeping up with grading, and having RFS assessments ready for review at each week's ILT meeting.	Instructional Materials	All	ILT	On-going	On-going		
ADCs report and demonstate increasing proficiency in using RFS analysis to identify misconceptions and patterns of thinking that require additional attention or re-teaching	Instruction	All	ILT	On-going	On-going		
ADCs report and demonstrate increasing proficiency in learning from each other about various procedures and strategies for improving RFS implementaton.	Professional Development	All	ILT	On-going	On-going		
ADCs report and demonstate increasing proficiency with engaging students in analysis of RFS results that highlights misconceptions and patterns of thinking which require additional attention or re-teaching	Instruction	All	ILT	On-going	On-going		
It is evident in classroom observations and student reports that ADCs are clearly communicating the complexity characteristics which define different levels of understanding of unit goals and objectives, e.g. characteristics that distinguish 13-15 understandings from 16-19 understandings from 20-23 understandings on the ACT/EPAS scale.	Instruction	All	ILT	On-going	On-going		



Strategic Priority 1

ADCs complete an interim assessment of strengths and limitations of RFS implementation to date and draw on this assessment to complete a plan of action for expanding initial RFS implementation to all department members in each core subject area.	Professional Development	All	ILT	Summer 2012	Summer 2012		
Teachers report and demonstrate increasing efficiency with RFS production, keeping up with grading, and having the RFS assessments ready for review at each week's ILT meeting.	Instructional Materials	All	Teachers	Quarter 1	On-going		
Teachers report and demonstrate increasing proficiency in using RFS analysis to identify misconceptions and patterns of thinking that require additional attention or re-teaching.	Instruction	All	Teachers	Quarter 1	On-going		
Teachers report and demonstrate increasing proficiency with engaging students in analysis of RFS results that highlights misconceptions and patterns of thinking which require additional attention or re-teaching.	Instruction	All	Teachers	Quarter 1	On-going		
It is evident in classroom observations and student reports that teachers are clearly communicating the complexity characteristics which define different levels of understanding of unit goals and objectives, e.g. characteristics that distinguish 13-15 understandings from 16-19 understandings from 20-23 understandings on the ACT/EPAS scale.	Instruction	All	Teachers	Quarter 1	On-going		
Performance task and standardized assessment results are analyzed twice a semester to assess progress and problems, new targets and areas of emphasis are set for the next cycle of inquiry.	Instruction	All	ILT	Summer 2012	On-going		
School-wide and department-level information systems upgraded to support timely organization, disaggregation and analysis of weekly R-F-S cycles; faculty and leadership surveyed to identify next generation of systems upgrades needed to deepen R-F-S strategies.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.	To ensure individual growth and academic achievement as evidenced by meeting and exceeding expected growth.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Providing on-going professional development on RTI	After School/Extended Day	All	Administration	Summer 2012	On-going		
Assigning RTI intervention teams	After School/Extended Day	All	Core Content Teachers	On-going	On-going		
Using assessment data to place students in RTI tiers	After School/Extended Day	All	ILT	On-going	On-going		
Identify community partners and ancillary staff for enrichment/colloquium activities for students not receiving interventions	After School/Extended Day	All	Non-Core Teachers	Summer 2012	On-going		
Identification of an advisory time manager	After School/Extended Day	All	Administration	Summer 2012	Summer 2012		
Implementation of a school-wide progress monitoring system	ILT/ Teacher Teams	All	ILT	On-going	On-going		
Expansion of technology within the school to enhance instruction	Equipment/Technology	All	Administration	On-going	On-going		
Hire a technology coordinator	Staffing	All	Administration	Summer 2012	Summer 2012		
Continuous intervention training for staff on methods for implementing research-validated instruction	Professional Development	All	Administration	On-going	On-going		
Increase and maintain positive staff support for implementation of intervention and enrichment programs	Professional Development	All	Administration	On-going	On-going		



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Restorative Justice practices will ensure students repair the harm that has been done to fellow students, staff or school property.	Decrease school wide misconducts, in particular, level 4-6 misconducts. The restorative practices build a culture of student voice and will ensure a decrease in recidivism for misconducts.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All misconducts routed through deans for restorative justice review	Other	All	Deans, Assistant Principal Interview	On-going	On-going		
Quarterly Review of Restorative Practices to ensure 25% SCC Misconducts are routed to RJ	Other	All	Student Development Teams	On-going	On-going		
Train 10 staff members on restorative practices	Professional Development	Not Applicable	AP Student Development	Summer 2013	Summer 2013		
Train 5 students on restorative practices	Professional Development	Other student group	AP Student Development	Summer 2013	Summer 2013		
Maintain HOT 75 list for targeted interventions	Other	Other student group	Student Development Teams	On-going	On-going		
All misconducts routed through deans for restorative justice review	Other	All	Deans, Assistant Principal Interview	On-going	On-going		
Quarterly Review of Restorative Practices to ensure 25% SCC Misconducts are routed to RJ	Other	All	Student Development Teams	On-going	On-going		
Train 10 staff members on restorative practices	Professional Development	Not Applicable	AP Student Development	Summer 2013	Summer 2013		
Train 5 students on restorative practices	Professional Development	Other student group	AP Student Development	Summer 2013	Summer 2013		
Maintain HOT 75 list for targeted interventions	Other	Other student group	Student Development Teams	On-going	On-going		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale
Use school wide incentives, and interventions to ensure all students come to school by differentiatiate student attendance rates so that all students have an attendance plan for each year.	Increase School Wide Attendance Rates.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Weekly Attendance Meetings	Other	All	Attendance Team	On-going	On-going		
Attendance Scorecards	Other	All	Attendance Team	On-going	On-going		
Attendance Incentives	After School/ Extended Day	All	Student Development Team	On-going	On-going		
Develop attendance plans for various student attendance groups	Other	Other student group	SD Team, Attendance Team	Quarter 1	On-going		
Weekly Attendance Meetings	Other	All	Attendance Team	On-going	On-going		
Attendance Scorecards	Other	All	Attendance Team	On-going	On-going		
Attendance Incentives	After School/ Extended Day	All	Student Development Team	On-going	On-going		
Develop attendance plans for various student attendance groups	Other	Other student group	SD Team, Attendance Team	Quarter 1	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps