Edward Tilden Career Community Academy HS (/school-plans/632) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/21/2016	Mr. Swinney and Mr. Klein	Project Plan for SEF completion
01/25/2016	Klein, Kennedy, Levy, Ramos, Chung, Veal	SEF Assignments
01/26/2016	Principal Swinney and Dean Levy	Relational Trust

01/28/2016	Ramos and Levy	Restorative Approaches to Discipline
02/12/2016	D. Ramos and J. Veal	Tier 1 Reading
02/12/2016	E. Kennedy and J. Veal	SEL MTSS
02/16/2016	T. Dominiquez and J. Veal	Attendance MTSS
02/16/2016	J. Klein and J. Veal	Grades/GPA MTSS
02/16/2016	Klein, Chung, Veal, Ramos, Levy, Swinney	SEF Review
03/07/2016	Swinney, Klein	Planning for Strategy Development
03/24/2016	Swinney, Klein	Strategy Development
03/24/2016	Swinney, Klein, Kennedy, Chung, Veal	Strategy Development
03/28/2016	Swinney, Klein	Fund Compliance
03/29/2016	Swinney, Veal, Chung	MTSS
03/30/2016	Swinney, Klein, Finney	Parent Plan
04/04/2016	SLT	Strategy Review
05/24/2016	SLT	CIWP Review and Edits
07/08/2016	Resident Principal	Reviewing CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

Tilden's principal and Senior Leadership Team have created a shared vision for building a school culture where students and adults experience academic and social success. The SLT and LSC determine school-wide metrics that reflect more students achieving at higher levels each year. The goals are shared with the faculty, staff, and community in large meetings to set the course for the school year. Our Tilden family is committed to ensuring that our adults have learning experiences and high functioning systems that help us prepare of our students for college, career, work, and life. Over the past four years, we have created an Instructional Leadership Team, professional learning community groups, Post Secondary Leadership Team, CARE Team, Student Development and Intervention Team, attendance team, and grade level pods (teams) to connect through the senior leadership team to support adult practices that lead to student outcomes. Collaboration among teachers has improved over time as teachers learn, implement, give/receive feedback, and reflect on their practices. Every student in the school has an adult case manager who supports students with being on track and transitioning on each grade level.

Based on the 5Es survey results, resource allocations, and end-of-year in-school surveys, Tilden goals and focused for the school have remained consistent for each year. The school only adopts initiatives that supports literacy, socialized learning, and diversity.

Students having a voice in what happens in our school continues to grow and affect school policies. Student groups have developed school norms (i.e. GO BLUE), survey students to determine interest in programs, create clubs, become office workers, visit teacher PLC groups.

An additional data source includes low teacher turn over rates, spanning the last two years.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1 2 3 **4**

The ILT developed, implemented, and reflected on our school-wide argumentative writing assessment based on the Targeted Instructional Area (TIA). All teachers scored and reviewed the results and determined the next steps of the learning cycle.

The ILT is representative of teacher leaders from all discipline areas, internal Network support, and external partners such as Network for College Success. The ILT routinely engages in on-going inquiry through the use of Cycles of Learning. Each cycle is comprised of input, safe practice, observations/feedback, quarterly school-wide learning walk, and data review to monitor progress. The ILT is organized around a common understanding and instructional practice. Protocols are used regularly in ILT and PLC meetings as a way to ensure focus is directed on improving adult impact on student outcomes. The team meets every two weeks for 90 minutes after school. Because each member of the ILT also leads a PLC, teacher capacity is built through the work of ILT. The ILT is transparent and makes it its job to inform, engage and listen to stakeholders of the school. All ILT documents can be found in this link: https://drive.google.com/a/cps.edu/folderview?id=0B4Bd7jkWj1BAYkplZ0ZxZl9mLVE&usp=sharing (ILT agendas, Targeted Instructional Area artifacts, Learning Walk documents, Professional Learning Community Folders, and staff presentations)

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	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
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 B5. Supports Teacher Teams

Professional Learning:

Score

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.

1 2 3 **4**

Tilden's Instructional Leadership Team has implemented a quarterly professional learning cycle for the past two years with a clear focus on ensuring that students who graduate from Tilden can write sound arguments across all discipline with text-based evidence. Tilden took a year long journey in FY14 to determine its targeted instructional area (TIA)--argumentative writing with text-based evidence as well as its powerful practice--Reading Apprenticeship, an interdisciplinary literacy framework. During FY15, the sole focus on PLCs was to support student thinking and metacognition to apprentice students to produce logical and emotional arguments from multiple sources in all disciplines. On the 5Es survey, professional learning has received a rating of 99%. The current rating is 93% for FY16.

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 **4**

Tilden maintains the following school/community partners for continued school improvement (current as of SY16): City Year, Umoja, Network for College Success (NCS), Ada S. McKinley, Lurie Children's Hospital, Mikva Challenge, Columbia College of Chicago--Convergence Academies, A Knock At Midnight, Youth Guidance, One Hope United, Illinois Student Aid Commission, Junior Achievement and SGA Youth & Family Services.

Tilden using Title 1 funds to purchase staff and materials to support learning.

The Tilden Faculty/Staff Google Calendar shows evidence of Wednesday professional learning sessions that are created (3 per semester) for teacher professional learning, above and beyond school improvement and flex PD days. Flex PD days are used for grade level teams to conduct problem solving regarding struggling students.

The teacher master schedule illustrates allocation of resources towards peer coaching and prioritizing professional learning communities. The master schedule can be accessed at: https://drive.google.com/drive/folders/0B4RZqQwdL2ffVkRIYmpBZ1dOVlE The 4x4 block schedule creates a structure whereas students earn 8 credits per year and also have an intervention/enrichment block. The I/E block is an informal learning space where students advance their personal/social development (enrichment) and work on academic interventions to support their overall school performance (intervention). The bell schedule can be viewed at: http://tilden.cps.edu/bell-schedule.html.

The hiring of teachers/staff at Tilden is a multi-step process involving: group interview, individual interview, sample lesson, and reference checks. Current teachers are invited to participate in the interview process of other teachers.

Tilden manages technology resource allocation via the Tilden Help Desk and the reservation calendars; this ensures all teachers have access to the digital media and technology tools to implement project based learning and other units. Evidence of the help desk system and reservation calendars can be found at: http://tilden.cps.edu/computer-lab-technology-cart-room-reservations.html

An additional data source includes low teacher turn over rates, spanning the last two years.

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

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

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

Score

1 2 **3** 4

> Most teacher created curriculum adheres to the CPS content Frameworks to ensure alignment of scope and text and task complexity with an emphasis on Connected Learning. Unit plans have a range of depth to knowledge and understanding of learning experiences. As a school, we are working to develop a school-wide scope and sequence map align both, horizontally and vertically. Teacher created unit plans are comprehensive plans including assessments that use the GRASP model with an emphasis on simulating real world situations for students that extend beyond the classroom. Most unit plans are sequenced to cover depth over breadth, utilize the 'big ideas' that should be taught, expose and extend students to grade appropriate text. All students have access to and are exposed to opportunities for grade level, content specific, coursework. Course work is distinguished between regular, honors, AP, and Dual Credit. Academic and Social Emotional learning is a component of the Reading Apprenticeship Tier I framework that supports a basis for social norms in the classroom.
> The Cognitive and Social Dimension support both academic and social emotional needs of students at a classroom level. All curriculum folders can be accessed through this link. https://drive.google.com/open?id=0B4Bd7jkWj1BAfk9venFiMmhNQTUtZHItSzJOTXdJUldQSjRORU4za0ltUlpXVGlpdW5sQjA

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.

- Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 **2** 3 4

> Instructional materials are aligned to curricular plans and expectations of the standards. Materials are varied and flexible depending on student needs. Most plans identify a variety of media, however; there is a need to incorporate more opportunities for our kinesthetic learners with manipulatives provided in class. Instructional materials are identified in unit plans. Therefore, they are intentionally planned for by teachers. When needed, tools are identified and often hyperlinked in unit plans. All instructional materials, both technology and text-based resources housed on-site are available for teacher use. Student learning outcomes determine the need for materials in a teacher's classroom. Teachers have access to a variety of high quality, standards-aligned instructional materials and resources that are available in our curriculum folders on the Google Drive. Most teachers have curated a library or current instructional materials from their own research and development of unit plans and curriculum course needs. Given our diverse population of student needs, there is a need for more access to high quality, standards-aligned instructional materials and resources. In addition, we are in need of school funds to support the tailored instructional materials that meet the needs of all students.
>
> Tilden surveys teachers and staff to determine the instructional materials needed for learning. Materials are purchased through school funding sources.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   **3**   4

The school regularly examines student and adult work. For the most part, there is an established culture for learning with high expectations for all students. Evidence from learning walks supports the established culture for learning and the high expectations for all students. An environment of student ownership is currently in development. The Reading Apprenticeship Framework implemented by all teachers supports the idea of students assuming responsibility for high-quality work through a cycle of feedback and perseverance. Based on our analysis of adult work in Professional Learning Communities, most teacher created tasks are cognitively challenging for students and require students to provide their reasoning. However, there need for more teacher understanding of the Robust Understanding in Mathematics (TRU Math) to engage students with important mathematical ideas. Most teacher created tasks reflect key shifts in literacy and Math; they are aligned to CCSS. Teachers follow the GRASPs model when creating student tasks. Most teacher created tasks include opportunities for students to create authentic role, given an assigned role, for an authentic audience beyond the classroom. Through the use of protocols, Student work is examined and analyzed in Professional Learning Communities for quality and alignment to school-wide goals. Tasks can be viewed in the unit plan folder of our curriculum files. https://drive.google.com/open?id=0B4Bd7jkWj1BAfk9venFiMmhNQTUtZHItSzJOTXdJUldQSjRORU4za0ItUlpXVGlpdW5sQjA

Guide for Rigorous Student Tasks

○ **Begin with the belief that all students can learn. (see *Culture for Learning*)**
- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.

○ **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
- Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
- Tasks are Integrative to draw on multiple standards.

- Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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**

Tilden focuses on building a college culture throughout our school. The college enrollment rate is over 50% and the student persistence rate has been maintained at 40% over the past two years. With one of the highest mobility rates (33+%) in CPS, Tilden works to ensure that we are supporting students in course performance and tracking through progress through the Naviance data system and school-wide trackers.

The PLT (Postsecondary Leadership Team) is a cohort of grade level pod leads, school administration, school counselor, senior seminar teachers and other educational liaisons from various not for profit organizations aiming to assist students with their postsecondary needs. The PLT meets weekly to review key performance indicator data and engages in discussions that lead to actionable steps to assist students in having a concrete postsecondary plan. These actionable steps are clearly outlined in students' senior seminar binder under the passport to success plan. Data that support the passport to success can be found both on Naviance.com and in individual student binder. The team meets every two weeks for 90 minutes after school and every other week for 60 minutes during block 4 on Wednesdays. The PLT utilizes the school public address system, email notification and local neighborhood newspaper to inform staff, parents and other stakeholders of student achievement. Documents and evidence of data that support the work of PLT can be found on:
https://drive.google.com/drive/folders/0B4RZqQwdL2fffjFnYlduS3ZVSG1yMTJGNi1YVTBPOGRlcnh5STBDR2tJQ0V1dlc1YVZKZDg

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.

- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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 and learning is constantly improving as teachers are improving in their facilitation of student learning. Teachers use Reading Apprenticeship, a literacy-based framework that supports students making their thinking visible, surfacing confusion, socialized learning, and writing across the curriculum. Teachers are developing more rigorous units that afford students with real-world tasks that promote problem solving for an authentic audience. Tilden has partners with the University of Chicago and Columbia College to improve curriculum and instruction for our diverse student population. As we deepen the work of problem-based learning and literacy-based practices, we are uncovering a clear need to support diverse learners and students who have experienced trauma. We must work in ensure that instructional topics address students social and academic needs. All teachers are receiving coaching on teaching practices by teacher leaders every other week to improve their lesson design and instructional practices.

In addition, we create "make up work" opportunities for struggling/absent students to catch up on work. We will continue to further this work by refining our intervention to support student learning in the face of high absenteeism and trauma.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

Score

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.

SEL
Tilden currently has a comprehensive MTSS structure in place to address the social/emotional and behavioral health needs of our students. Attached, you will find both a flow chart and the outline list of interventions.
https://drive.google.com/drive/folders/0B4RZqQwdL2ffcGJfcmlvM2ZITWM We decided that furthering this work is critical to the success of our students based on our SPED rate of 40%, high poverty rate, and mobility rate of 33+%, and as a result of our reduced suspension and student misconduct rates.

Attendance
Attendance is monitored weekly by the attendance team. Once a student's attendance dips below 80%, the school's attendance team begins to reach out to families to begin to see what supports the families, or students may need to increase their attendance back to 80% percent. Once a student's attendance reach below 75%, A Knock at Midnight, is given the case home visits are made to families. Again, this intervention is used to see what type of support the families may need. When students remain above 80%, or increase their attendance, students are given rewards such as, food incentives, monthly acknowledge, and quarterly certificates. Students are also able to monitor their attendance through weekly academic reports that show grades and attendance, to date. The team is looking to create a school-wide attendance campaign.

Grades
Through weekly Behavior Attendance Grades (BAG) reports, students and the students' mentors (grade level teachers) are provided with up-to-date weekly GPA, grades, attendance, and discipline infractions. Through monthly grade level meetings, students are overviewed and professional dialog ensues regarding any type of academic support that may be needed to prevent a student from failing/not earning their credit toward graduation. Students that drop below a weekly average of a 3.0 current (not cumulative) GPA, are discussed in detail during the meetings. Students that remain on the A or AB at the quarter are honored at the quarterly assembly.

Academics
Reading
Since the 2014-2015 school year, Tilden uses Reading Apprenticeship as a Tier 1 intervention. This researched-based reading intervention is implemented school-wide, across the content areas. Within the structure, there is a school-wide focus on both the social dimension and cognitive dimensions of learning. RA is used as a method to support the school's TIA, which is a focus on using textual evidence to support a claim. Weekly, the Professional Learning Communities discuss various aspects of Reading Apprenticeship, as seen in the school's Professional Learning Cycle.
https://docs.google.com/spreadsheets/d/19uWSMh4ODGAtupZkaal1FaDtQ-7tDnsUtUQ3GNP62s0/edit#gid=2039188350. Tilden continues to research Tier 2 and Tier 3 programs as well as identify a space of implementation.

Math
Tilden has not yet developed a tiered intervention approach to mathematics. Classroom-based interventions such as peer buddy, explicit instruction, and the use of manipulative are a common practice. Students also have access to tutoring with City Year during lunch and after school.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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.

Score

1 **2** 3 4

> Teacher created unit plans include diverse assessments: Formative and Summative type assessments all contribute to support whether or not students are mastering intended outcomes of units of study.
>
> Our school has also developed a school-wide assessment that measures students argumentative writing skills across the curriculum.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**

- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1 **2** 3 4

Tilden has made substantial progress toward a progressive learning culture for all students. We have shifted from a hostile environment to a center that responds to students social-emotional and academic needs. Our faculty and staff have implemented reforms that help to keep students in classrooms to maximize instructional time: restorative justice, timed music during hall passing periods, make up work windows, weekly Behavior-Attendance-Grades (BAG) reports and school-wide powerful practice to support our targeted instructional area. We received an "established school" distinction from the Office of Social Emotional Learning (OSEL).

Even though we are finding that more students are demonstrating their willingness to struggle through learning, our learning culture of all students is still developing. We recognize that we have varying challenges in front of us: 37-40% SPED population, 60% males, 36% mobility rate, 97% free and reduced lunch, and high trauma rate. According to the University of Chicago Consortium, Tilden's freshmen class consistently Teachers are trying various pedagogical strategies in an attempt to every student in learning. Our growing space center helping students come mentally, emotionally, and academically prepared for learning. Some students enter our school apathetic, many do not come with school supplies, and some of them avoid the struggle through learning by disrupting classes or their peers. Our professional adult community is grappling with a diverse population supporting struggling learners, educating male students, and issues with race and implicit bias.

We are currently searching for the appropriate SEL instruction that can become as access point that help students address their personal issues and be prepared for learning. We struggle with our bandwidth to develop a scope and sequence, align unit plans and assessments, and ….. In a timely manner because our students are high needs. We have lost funding and thereby lack professional learning time for adults to struggle through the myriad of issues that our students face. We believe we have the professional and moral will to support students; we are in the middle of the "how."

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

1   2   **3**   4

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.

Tilden used the 5Es survey results, PLC meeting notes, student leadership groups conversations, and discipline data to assess our progress and determine next steps.

Tilden staff strive to develop trusting relationships with students by providing each student with at least one adult mentee. This work is done through our Grade Level Pods. Grade level pods are teams of teachers and staff who collaborate to problem solve issues around struggling students served by the pod. Pods are our vehicle for implementing the Multi-Tiered Systems of Support (MTSS) framework within the school. Teachers and staff are organized according to the groups of students in which they teach. Through the pod process, teachers and staff strategize on interventions for struggling students and manage the delivery of those interventions to students. Grade level pod meetings takes place on selected Wednesdays from 2:00-3:30 p.m. Participation in grade level pod meetings is mandatory and adults are responsible for check-ins with their mentees.

Adult-student interactions are positive, caring, and respectful. Student/teacher trust is strong. We also strive to to ensure that student interactions are mutually supportive and respectful by implementing strong norms for positive behavior with our GO BLUE (school-wide norms/expectations) and CHAMPS. Tilden students created GO BLUE (school-wide norms/expectations) to ensure that student interactions are positive between staff and student consistently school-wide. CHAMPS/Discipline in the Secondary Classroom (DCS) is our Tier I universal behavioral intervention for all students. DSC is a skill-building behavior management system that shifts the focus of classroom management from punishment to teaching students the social skills necessary to be successful in the classroom and school community. Through DSC, skills are proactively taught to students. Students are praised for successful use and mastery of the skills. Teachers engage in specific corrective teaching strategies for students who do not engage in proper use of the skills. Students who model CHAMPS positively can potentially become mentors to their peers.

GO BLUE and CHAMPS documents can be viewed through the following links:
GO BLUE:
https://drive.google.com/drive/folders/0B12KAO43Iq0FfnhyRTktSlhyM3hxYXM1NEJvcEE2Y3hmSEEtQ01DbHdZdktiWU5IRWdUcXM
CHAMPS:
https://drive.google.com/drive/folders/0B12KAO43Iq0FfldvMGZQMXJSaWhTMWEwblI3SUxUdUM2RW9idm9wa3pQd3VKSGFmSWt3VkE

We support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust by:

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Tilden has made strides to expand student voice in school level decisions. We have implemented an "Intervention and Enrichment" block into the regular school day. Twice each week, students participate in a club of their choice with the goal of increasing their engagement in school and supporting their interpersonal development. Club offerings are determined and modified based on student interest.

We have also worked to expand our athletic offerings to provide students with additional opportunities to engage in extracurricular activities. Based on student interest, Tilden has added soccer and baseball teams in the past two years and has reignited our football program.

In an effort to increase student voice in school decisions and planning, we offer student the opportunity to join the Tilden Student Panel. The Student Panel works to plan school events such as spirit week and homecoming. They also worked alongside our administration to develop Tilden's school-wide behavioral expectations. We believe our efforts to increase student voice and engagement were validated by students rating their relationships as "Strong" on the SY15 5 Essentials Survey. 80% of students felt that teachers always listen to student ideas and 86% of students felt that adults in the building treat them with respect.

One area that needs improvement is our ability to offer more rigorous courses and programming. Given the small size of our student body and staff, we are limited in the pure number of different courses we can offer. We have worked to increase the number of honors, AP, and Dual Credit options for our students. Furthermore, our 4x4 schedule enables students to earn eight credits per year which gives them increase opportunities to take advanced classes because graduation requirements are fulfilled faster. However, we know that to better prepare our students for post-secondary success, we need to expand our course offerings to further engage students and provide them with more challenging courses.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1   2   **3**   4

Tilden's data produces weekly reports that schools disciple data during the previous week and trends over time. Tilden also received an "Established School Rating" through the Office of Social Emotional Learning.

Tilden ensures a safe and stable school climate and culture by ensuring effective implementation of the following interventions: CHAMPS, GO BLUE, Tier 1 Intervention Flow Chart, Tilen Student Intervention Protocol, Progressive Discipline, and Restorative Justice. The Intervention Flow Chart, Student Intervention Protocol, and Progressive Discipline plan provides clear procedures for reporting and responding to safety concerns. GO BLUE and CHAMPS are school-wide classroom managment tools that ensures classrooms are being managed efficiently with orderly transitions between activities. These tools provides strategies that allow routines and procedures to maximize instructional time, orchestrate the environment so students contribute to the manaement of classroom routines, ensures that student's arrival, dismisal, and other school-2wide transitionas are safe, efficient, and orderly.

Tilden provides a framework for positive behavior throughout school based on shared values and expectations with a restorative culture among the student body that shifts the focus away from punishment and instead puts the focus on repairing harm. We address student discipline referrals and student misconduct following policies and procedures set forth by the Chicago Public Schools (CPS), the CPS Student Code of Conduct (SCC), and the Network 8 office. We also have classroom peace circles that involves the teacher and students, peer-to-peer mediations, and restorative chats/conferences. All of which allows teaching, modeling, and reinforcing clear behavior expectations for everyone in the school including staff and in all areas. Deans and security meet weekly to ensure policies/expectations are being met and to discuss student issues, security schedule, and to take proactive approaches to responding to possible incidents. Tilden has a calm culture in that SCC's have been reduced signficantly over the past two years.

The following Student Development & Intervention Folder can be viewed through the following link which includes: Discipline in the Secondary Classroom folder which includes: Coaching Classroom Management presentations and documents, CHAMPS Training Manual and Planning document, Defiance and Respect presentation. GO BLUE folder which includes: GO BLUE (School-wide norms, policies, and rules) documents, GO BLUE Announcement Calendar (annoucements are made each day). Tier 1 Interventions folder which includes: Tilden's Discipline & Intervention Flowchart and Tier 1 Intervention Flowchart. Safety and Security folder which includes: SCC manual, Tilden's Student Handbook, School Safety Checklist, Progressive Discipline Quick Reference Guide, Security Officer's Questions document, Behavior Contract document, CPS Crisis manual, Volunteer Statement document).

https://drive.google.com/drive/folders/0B12KAO43Iq0FfnZHd2ZtUnZxWkwta0NEZ1BEZURSc3NTRVdUYnE3dHB0Z0tpOGRVT1RHNHM

Tilden used the 5Es survey results, PLC meeting notes, student leadership groups conversations, and discipline data to assess our progress and determine next steps.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.

- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Score

1 2 **3** 4

Tilden works with Umoja to track Restorative Justice efforts and reviews data using the Verify and Student Logger programs.

Tilden has an established Student Development & Intervention Team (SD&I) team which meets bi-weekly. SD&I members includes the following staff: Principal, Chief Dean, Counselor, External Partners, Social Worker, Case Manager, Attendance Coordinator, and Head of Security. The SD&I team meets bi-weekly to create routines and procdures central to the learning environment and assist with engaging families as partners.The Student Development & Intervention (SD&I) Leadership Team's primary role is to help lead the school's non-instructional student programming. The SD&I Leadership Team leads and oversees programs and initiatives focused on behavior and students' personal/social-emotional development. This team is responsible to reinforcing positive student behavior with clear expectations, routines, and procedures. This team is divided into sub-groups that consists of Restorative Justice group, Incentives Rewards group, and SEL instruction group. The SD&I team along with the Student Learship Council created/developed GO BLUE (school-wide norms and expectations), Tilden's Student Intervention Protocol, Tilden's Tier 1 Intervention Flow Chart, and a Teacher's Guide to Progressive Discipline & Restorative Justice Quick Reference Guide to reflect on Tilden's restorative culture and to help teach students how to interact positively and to make positive choices.

Tilden uses an instructive and restorative approach. Tilden has partnered with community partners such as Umoja and BAM in an effort to continue our restorative justice practice. Through Umoja, Tilden works with a Restorative Jusitice Specialist who works with the deans, teachers, staff, administration, and students to help rethink discipline and build a positive, strong, and restorative school culture. We also have classroom peace circles that involves the teacher and students, peer-to-peer mediations, and restorative chats/conferences. BAM works with young men on basic values and behaviors that most people take for granted. Through mentoring, role-playing and group exercises, BAM students practice impulse control and emotional self-regulation. BAM students meet 1-2 times per week.

Tilden's Student Handbook is aligned with CPS's Student Code of Conduct (SCC). Students who display multiple occurences of the same behavior are assigned consequences that can include but are not limited to Restorative practices (mediations, restorative chats/conferences), Parent Conference, Dean's Detention, and/or Out of School Suspension (OSS). Tilden's behavioral data to date shows that we are on pace to have less than SY14 SCC's but more than our SY15 goal of a 20% reduction in SCC's due to a lack in resources. Because Tilden lack ISPD, we have to resort to more OSS than usual.

Tilden is beginning a new journey with employing teachers with the resources needed to implement SEL into their lesson plan by utilizing Mindful Practices resources that is designed to lead participants through specific SEL and movement activities that can be used with students to build their self-awareness and self-regulation skills. This resource allows teachers to utilize 5-10 minutes of their day to incorporate various calming activities that provides students with strategies to relax, concentrate, energize, and focus. It also provides wellness activities for the staff. Incorporating SEL strategies into teacher's daily lesson plan influences everything from teacher-student relationships to classroom management to effective instruction to teacher burnout in a more positive effective manner. Supporting documents can be viewed through the following links listed below:

GO BLUE:
https://drive.google.com/drive/folders/0B12KAO43Iq0FfnhyRTktSlhyM3hxYXM1NEJvcEE2Y3hmSEEtQ01DbHdZdktiWU5IRWdUcXM
Interventions: https://drive.google.com/drive/folders/0B12KAO43Iq0Fd1NiOVNOMnR4ck0
Progressive Discipline: https://drive.google.com/drive/folders/0B12KAO43Iq0FbXktbUtRYms5SXM
Restorative Justice: https://drive.google.com/drive/folders/0B12KAO43Iq0FR1Nxd0s3cUFSM1U
Tilden's Student Handbook and CPS SCC: https://drive.google.com/drive/folders/0B12KAO43Iq0FbXktbUtRYms5SXM

Guide for Restorative Approaches to Discipline

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

- Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 **2** 3 4

> Tilden offers a number of opportunities for parents and community members to be involved in the overall success and daily routine of the students we serve. There is an open invitation for parents and community members t0 join our Local School Council (LSC) in which members meet with the school principal, staff and students on a monthly basis to plan for the school year and address concerns brought to the council. Parents & Guardians are also strongly encouraged to join and participate on our PAC (Parent Advisory Council) which consists of parents of Tilden students coming together on a monthly basis to discuss and plan parent driven ideas & activities. Participating on these two councils gives a voice to the family concerns of our students and community members as well.
>
> Communication between school and home is key to the success of our students. The core values of each can be supported by one another by effectively communicating the hurdles the child faces as well as the obstacles he or she has overcame. Tilden communicates mass messaging to parents and to the community via robocalls, flyers, newspaper advertising, door-to-door leaflets and the mail. We also commit to directly contacting parents via phone calls, home visits and round table discussions with families. We will continue our efforts of inviting the community and families to be a part of the community school atmosphere that provides students with a high level of comfort throughout their academic day.

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

- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	**1** 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
We hope to receive an Organized Rating this year and a Well Organized rating by the 2017-2018 school year. We have made considerable efforts to improve the school's culture of learning from both a student and staff perspective.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Growing 10 percentile points in the national growth percentile is an ambitious yet realistic goal. We feel that the implementation of our TIA and Powerful practices will lead to gradual academic gains. However, we know that a jump to the 40th percentile (which would earn an additional SQRP Point) is not realistic.	10.00	(Blank)	15.00	20.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
African American students represent the largest subgroup at Tilden. Historically, they have been the lowest performing. Our immediate goal is to cross the 10th percentile threshold and then continue to gradually improve. Again, we feel that our 4x4 block scheduling and TIA/Powerful Practice implementation will continue to help our students. In addition, we will continue to help students prepare for standardized tests through Junior Seminar and One Goal courses.	7.00	(Blank)	10.00	15.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
While we are encouraged by the SY15 results, we are cautious that this score may be a bit of an anomaly considering Tilden's historical performance. Therefore we are setting moderate growth goals that will be moving us towards the next SQRP threshold (50th percentile)/	43.00	(Blank)	45.00	48.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We do not have enough English Language Learners for this metric to be calculated into our SQRP Score.	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Similar to the Hispanic National Growth Percentile, we feel that this low score was a bit of an anomaly as well. Approximately 40% of our student body are classified as diverse learners. We have a rigorous and effective special education program that coupled with our TIA and Powerful Practice will lead to significant gains.	5.00	(Blank)	15.00	20.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

While we are confident in our ability to help students grow at accelerated rates, we are grounded in the reality of Tilden's recent standardized test attainment. Our initial goal is to cross the 10th percentile threshold. We then will strive to continue to gradually improve. Analyzing the 8th grade data of our incoming Freshmen shows that a vast majority of students enter Tilden with low test scores and therefore expected growth values that will make radical attainment percentile growth unrealistic.

| 7.00 | (Blank) | 10.00 | 13.00 |

Freshmen On-Track Rate

Tilden's students enter high school at considerable statistical risk to not graduating high school on time. Data provided by the Network for College Success shows that over 80% of our students are either at high risk for dropping out or are considered vulnerable. Our Freshmen On Track rate consistently outperforms expectations for students within these risk categories. We feel that our Freshmen Action Team has developed effective supports for high needs students which make reaching the 90th percentile in two years attainable.

| 82.00 | 75.00 | 83.00 | 90.00 |

4-Year Cohort Graduation Rate

We are confident that the 4 year cohort graduation rate in the SY15 SQRP is incorrect and is actually above 55%. In analyzing our data, we can see that over 80% of students that attend Tilden for four years graduate on time. However, Tilden's student population is extremely transient which makes boosting the graduation rate much more difficult. However, our 4x4 schedule aids to credit recovery and we feel that crossing the 65% threshold in two years in ambitious but attainable.

| 58.80 | 47.40 | 60.00 | 65.00 |

1-Year Dropout Rate

Our highly transient student body makes having a low dropout rate difficult. However we feel that the 4.7% dropout rate in SY14 is closer to the norm for Tilden. Therefore, we feel that a 2% reduction per year is a goal that is ambitious and attainable.

| 4.70 | 8.90 | 6.00 | 5.00 |

College Enrollment Rate

The structures that we have in place for Seniors make reaching the 55% threshold realistic within two years. All students participate in a year long Senior Seminar course which helps students with the college application and decision making process. We also have developed effective partnerships with organizations like One Goal and ADA S. McKinley which will help us improve our College Enrollment Rate.

| 40.40 | 40.00 | 48.00 | 55.00 |

College Persistence Rate

Tilden's rapid growth in this metric is a reflection in an improvement in the processes that we have implemented in helping students decide which college to attend. Furthermore, our partnership with One Goal has helped students maintain a mentor that helps them through obstacles they encounter in college.

| 28.20 | 47.20 | 55.00 | 62.00 |

Average Daily Attendance Rate

Tilden's attendance rate was at 71% in SY12. Since then, the rate has been steadily climbing. However, as described above, Tilden has a number of students who are considered vulnerable or high risk for dropping out based on their 8th grade attendance and grades. Simply put, many students enter our building with a history of chronic truancy and absenteeism. We anticipate the systems and structures we have in place will help our attendance rate continue to grow at a steady pace.

| 82.50 | 82.80 | 85.00 | 87.00 |

Custom metrics   0 of 0 complete

| 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |

Strategies

Strategy 1

| If we do... | ...then we see... | ...which leads to... |

If we continue our implementation of Reading Apprenticeship to support and strengthen teachers' abilities to apprentice students to disciplinary ways of reading	students are able to access and analyze grade level texts	increased argumentative writing skills as measured by national standardized and school-based TIA assessments.

Tags:
Curriculum Design, ILT, Instruction

Area(s) of focus:
3, 1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement quarterly Cycles of Professional Learning centered on the Reading Apprenticeship Framework.	ILT Facilitator	Sep 2, 2016 to Jun 22, 2018	Professional Learning Cycle, Quarterly Learning Walk Data	On-Track

Cycles of professional learning

Implement Peer to Peer Coaching structure to strengthen classroom instruction.	Peer Coaches	Sep 4, 2015 to Jun 22, 2018	Coaching sessions occur on bi-monthly rotation	On-Track

Instructional Coaching

Routinely Assess and measure our TIA - Semester BOY/EOY.	ILT	Feb 24, 2016 to Jun 22, 2018	TIA assessment results	On-Track
Implement data review cycle to analyze TIA assessment and Learning Walk data to inform instructional practice.	ILT	Sep 11, 2015 to Jun 22, 2018	Learning Walk Data, TIA Assessment Data Sheets on Google Drive	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
If we create, implement, and monitor a multi tiered system of support that plans for and responds to students academic and social emotional needs	then students will improve academic and social emotional problem solving skills	higher grade level on-track rates, higher GPAs, increased student efficacy, and lower student misconducts.

Tags:
MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assess Tilden's current MTSS state and capacity (SWOT analysis)	Senior Leadership Team	Apr 1, 2016 to Jun 16, 2016	Results from SWOT analysis	On-Track

Reflection, Swot

Organize data we collect across our school based on the SWOT analysis to establish trends and benchmarks for all tiers.	Senior Leadership Team	Apr 1, 2016 to Jun 29, 2018	Artifacts from school teams and departments	Not started

Data Use

Action step	Responsible	Timeframe	Evidence for status	Status
Research and determine focus areas for gradual implementation as baseline supports for students. Research will include collaboration with other schools that have strong MTSS systems and structures.	Senior Leadership Team	Apr 1, 2016 to Jul 1, 2016	Problem Solving Team Protocol and Root Cause analysis	Not started
Establish baselines, universal screeners, and benchmarks.	School team: ILT, SDI, PLT, Pods	Jul 1, 2016 to Aug 5, 2016	MTSS Grid	Not started
Create a draft of MTSS system and review with leadership teams, network, and school partners.	Ja'Vaan Veal & MTSS Co-Leader	Jul 1, 2016 to Aug 5, 2016	MTSS Flowchart/Grid	Not started
Introduce and provide professional development of MTSS to staff.	Ja'Vaan Veal & MTSS Co-Leader	Aug 15, 2016 to Sep 12, 2016	MTSS documents and PD agendas	Not started
Implement and monitor one or two focus areas of MTSS.	Ja'Vaan Veal & MTSS Co-Leader	Jul 1, 2016 to Jun 29, 2018	Notes from Meeting	Not started
Implement data review cycles to monitor and track students through MTSS	Ja'Vaan Veal & MTSS Co-Leader	Sep 1, 2016 to Jul 27, 2018	MTSS, timeline/calendar of events	Not started
Create MTSS Team and identify co-leader.	Ja'Vaan Veal & MTSS Co-Leader	May 1, 2016 to May 30, 2016	MTSS Team	Not started
Consider collaboration with Pod Leaders to help incorporate MTSS system into Pod Meetings.	Ja'Vaan Veal & MTSS Co-Leader	Jun 30, 2016 to Jun 29, 2018	Pod Meeting Agenda, MTSS Flowchart.	Not started
Refine structures for data review cycles to measure progress of MTSS interventions in comparison to established benchmarks.	MTSS Team, SLT, Data Strategist	Jun 30, 2016 to Jul 27, 2018	*(Blank)*	Behind

Strategy 3

If we do...	...then we see...	...which leads to...
If we continue to synthesize the work of the Post Secondary Leadership Team with Grade Level Pods	we will develop and implement a post-secondary road map that outlines clear deliverables at every grade level	increased graduation rates, college enrollment rates, and college persistence rates.

Tags:
College Access and Persistence

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Implement SY16 EOY Staff Survey which will gather feedback on On-Track, Pod, and Post-Secondary Work.	SLT	Jun 13, 2016 to Jul 30, 2016	Survey Completion and summary report.	On-Track

Feedback

Develop and implement SY17 PLT professional learning cycles that includes professional readings, feedback loops, data analysis, and other inputs.	Kennedy	Jul 1, 2016 to Aug 31, 2016	Meeting agenda, cycle document, data decks, text-based protocols, other meeting artifacts.	Not started

College Access and Persistence, Aligned resources

Develop and implement SY17 Pod Leadership meeting rhythm and school wide Pod meeting calendar.	Kennedy	Jul 1, 2016 to Aug 31, 2016	Rhythm document, meeting agendas.	Not started

Pod, Kid talk

Revise existing "On-Track and Post-Secondary" passport system for implementation in SY17.	Kennedy, Pod Leaders	Aug 1, 2016 to Jun 29, 2018	Passport documents and completion trackers.	Not started

On track, Post secondary

Add passport status reviews to quarterly post-secondary data review cycles.	Kennedy, PLT, Pod Leaders, Data Strategist	Sep 1, 2016 to Jun 29, 2018	Data review sessions documented in meeting rhythm. Data decks, data review protocols.	Not started

Data Use

Revise pod mentor-mentee structure that includes passport status checks.	Kennedy, PLT, Pod Leaders, Data Strategist	Aug 1, 2016 to Jun 29, 2018	Passport status trackers. Individualized goal setting documents.	Not started

Mentorship, Progress monitoring

Conduct data analysis protocol around SY16 EOY staff survey as a baseline for SY17 planning.	Kennedy, SLT, Data Strategy	Jun 30, 2016 to Jul 30, 2016	Data deep dive presentation. Action items from reflection.	Not started

Data, Planning, Reflection

Implement SY17 EOY Staff Survey which will gather feedback on On-Track, Pod, and Post-Secondary Work.	SLT	Jun 1, 2017 to Jun 30, 2017	Survey Completion and summary report.	Not started
Conduct data analysis protocol around SY17 EOY staff survey as a baseline for SY18 planning and adjusting of plan.	Kennedy, SLT, Data Strategy	Jun 30, 2017 to Jul 29, 2017	Data deep dive presentation. Action items from reflection	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
If we impact teacher and staff practice through on-going professional development and reflection around race, diversity, gender, and poverty	then we will see stronger relationships between adults and students	an improved culture for learning which will positively impact student attendance, reduction of misconducts, improved course performance, and growth on 5 essentials survey.

Tags:
Diversity, Relationships

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use "Who's in Our Building" data deck to ground ourselves in the demographic and academic profiles of our students.	SLT, Data Strategiest	Jun 1, 2016 to Jun 29, 2018	Data Deck, protocols	Not started

Data

Identify themes based on school, data, teacher interest, and 5 Essentials Data that will help shape professional development offerings.	SLT	May 1, 2016 to Jul 31, 2018	*(Blank)*	Not started
Research, gather resources, and use information to create the necessary for professional development on diversity, race, and equity.	SLT	May 1, 2016 to Aug 31, 2016	Research documentation, PD plans, reflection tools	Not started
Map out cycles for professional learning calendar for SY17 and SY18 where the plan will be implemented.	SLT	Jun 1, 2016 to Jun 29, 2018	Published PD calendar	Not started

Planning

Design and implement end of semester staff surveys/self reflections that will be used to modify PD plans for upcoming semester based on feedback.	SLT, MTSS lead	Sep 1, 2016 to Jun 29, 2018	Survey Design, Survey outcomes, Establish baseline data	Not started

Feedback

Analyze SY17 5 Essentials Survey results to plan for PD planning in SY18.	SLT	Jun 1, 2017 to Sep 1, 2017	5 Essential Data Summary	Not started

Climate and Culture, Data, Reflection

Action Plan

District priority and action step	Responsible	Start	End	Status

✚ Implement quarterly Cycles of Professional Learning centered on the Reading Apprenticeship Framework. Tags: Curriculum Design, ILT, Instruction, Cycles of professional learning	ILT Facilitator	Sep 2, 2016	Jun 22, 2018	On-Track
✚ Implement Peer to Peer Coaching structure to strengthen classroom instruction. Tags: Curriculum Design, ILT, Instruction, Instructional Coaching	Peer Coaches	Sep 4, 2015	Jun 22, 2018	On-Track
✚ Routinely Assess and measure our TIA - Semester BOY/EOY. Tags: Curriculum Design, ILT, Instruction	ILT	Feb 24, 2016	Jun 22, 2018	On-Track
✚ Implement data review cycle to analyze TIA assessment and Learning Walk data to inform instructional practice. Tags: Curriculum Design, ILT, Instruction	ILT	Sep 11, 2015	Jun 22, 2018	On-Track
✚ Assess Tilden's current MTSS state and capacity (SWOT analysis) Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions, Reflection, Swot	Senior Leadership Team	Apr 1, 2016	Jun 16, 2016	On-Track
✚ Organize data we collect across our school based on the SWOT analysis to establish trends and benchmarks for all tiers. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions, Data Use	Senior Leadership Team	Apr 1, 2016	Jun 29, 2018	Not started
✚ Research and determine focus areas for gradual implementation as baseline supports for students. Research will include collaboration with other schools that have strong MTSS systems and structures. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Senior Leadership Team	Apr 1, 2016	Jul 1, 2016	Not started
✚ Establish baselines, universal screeners, and benchmarks. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	School team: ILT, SDI, PLT, Pods	Jul 1, 2016	Aug 5, 2016	Not started
✚ Create a draft of MTSS system and review with leadership teams, network, and school partners. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	Jul 1, 2016	Aug 5, 2016	Not started
✚ Introduce and provide professional development of MTSS to staff. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	Aug 15, 2016	Sep 12, 2016	Not started
✚ Implement and monitor one or two focus areas of MTSS. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	Jul 1, 2016	Jun 29, 2018	Not started
✚ Implement data review cycles to monitor and track students through MTSS Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	Sep 1, 2016	Jul 27, 2018	Not started
✚ Create MTSS Team and identify co-leader. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	May 1, 2016	May 30, 2016	Not started
✚ Consider collaboration with Pod Leaders to help incorporate MTSS system into Pod Meetings. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	Ja'Vaan Veal & MTSS Co-Leader	Jun 30, 2016	Jun 29, 2018	Not started
✚ Refine structures for data review cycles to measure progress of MTSS interventions in comparison to established benchmarks. Tags: MTSS, Diverse Learners, Attendance, College Access and Persistence, Behavior and Safety, Climate and Culture, Interventions	MTSS Team, SLT, Data Strategist	Jun 30, 2016	Jul 27, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Implement SY16 EOY Staff Survey which will gather feedback on On-Track, Pod, and Post-Secondary Work. Tags: College Access and Persistence, Feedback	SLT	Jun 13, 2016	Jul 30, 2016	On-Track
✚ Develop and implement SY17 PLT professional learning cycles that includes professional readings, feedback loops, data analysis, and other inputs. Tags: College Access and Persistence, College Access and Persistence, Aligned resources	Kennedy	Jul 1, 2016	Aug 31, 2016	Not started
✚ Develop and implement SY17 Pod Leadership meeting rhythm and school wide Pod meeting calendar. Tags: College Access and Persistence, Pod, Kid talk	Kennedy	Jul 1, 2016	Aug 31, 2016	Not started
✚ Revise existing "On-Track and Post-Secondary" passport system for implementation in SY17. Tags: College Access and Persistence, On track, Post secondary	Kennedy, Pod Leaders	Aug 1, 2016	Jun 29, 2018	Not started
✚ Add passport status reviews to quarterly post-secondary data review cycles. Tags: College Access and Persistence, Data Use	Kennedy, PLT, Pod Leaders, Data Strategist	Sep 1, 2016	Jun 29, 2018	Not started
✚ Revise pod mentor-mentee structure that includes passport status checks. Tags: College Access and Persistence, Mentorship, Progress monitoring	Kennedy, PLT, Pod Leaders, Data Strategist	Aug 1, 2016	Jun 29, 2018	Not started
✚ Conduct data analysis protocol around SY16 EOY staff survey as a baseline for SY17 planning. Tags: College Access and Persistence, Data, Planning, Reflection	Kennedy, SLT, Data Strategy	Jun 30, 2016	Jul 30, 2016	Not started
✚ Implement SY17 EOY Staff Survey which will gather feedback on On-Track, Pod, and Post-Secondary Work. Tags: College Access and Persistence	SLT	Jun 1, 2017	Jun 30, 2017	Not started
✚ Conduct data analysis protocol around SY17 EOY staff survey as a baseline for SY18 planning and adjusting of plan. Tags: College Access and Persistence	Kennedy, SLT, Data Strategy	Jun 30, 2017	Jul 29, 2017	Not started
✚ Use "Who's in Our Building" data deck to ground ourselves in the demographic and academic profiles of our students. Tags: Diversity, Relationships, Data	SLT, Data Strategiest	Jun 1, 2016	Jun 29, 2018	Not started
✚ Identify themes based on school, data, teacher interest, and 5 Essentials Data that will help shape professional development offerings. Tags: Diversity, Relationships	SLT	May 1, 2016	Jul 31, 2018	Not started
✚ Research, gather resources, and use information to create the necessary for professional development on diversity, race, and equity. Tags: Diversity, Relationships	SLT	May 1, 2016	Aug 31, 2016	Not started
✚ Map out cycles for professional learning calendar for SY17 and SY18 where the plan will be implemented. Tags: Diversity, Relationships, Planning	SLT	Jun 1, 2016	Jun 29, 2018	Not started
✚ Design and implement end of semester staff surveys/self reflections that will be used to modify PD plans for upcoming semester based on feedback. Tags: Diversity, Relationships, Feedback	SLT, MTSS lead	Sep 1, 2016	Jun 29, 2018	Not started
✚ Analyze SY17 5 Essentials Survey results to plan for PD planning in SY18. Tags: Diversity, Relationships, Climate and Culture, Data, Reflection	SLT	Jun 1, 2017	Sep 1, 2017	Not started

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

○ NCLB Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Parents & Guardians are also strongly encouraged to join and participate on our PAC (Parent Advisory Council) which consists of parents of Tilden students coming together on a monthly basis to discuss and plan parent driven ideas & activities.

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

> The school will hold its annual meeting at the start of the school year to inform parents of the above mentioned meetings. In the event that the school is unable to hold the meeting for whatever reason during the first month, another scheduled meeting will take place within a month of the initial scheduled meeting.

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

> This goal will be accomplished by providing parents the required information during regularly scheduled parent meetings once a month. Parents have the option of meeting more often than once a month if they so choose.

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

respond to any such suggestions.

Tilden offers a number of opportunities for parents and community members to be involved in the overall success and daily routine of the students we serve. There is an open invitation for parents and community members t0 join our Local School Council (LSC) in which members meet with the school principal, staff and students on a monthly basis to plan for the school year and address concerns brought to the council. Parents & Guardians are also strongly encouraged to join and participate on our PAC (Parent Advisory Council) which consists of parents of Tilden students coming together on a monthly basis to discuss and plan parent driven ideas & activities. Participating on these two councils gives a voice to the family concerns of our students and community members as well.

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.

In addition to CPS progress reports, report cards, and Parent Portal, Tilden sends home weekly Behavior Attendance Grade (BAG) reports to parents. The BAG report consist of students' grades, attendance including tardies, special notes on school events, behavior infractions (if any), and the student teacher advocates. Next school year, moving forward, we will provide parents with copies of standardized test score reports during Report Card Pickup Days.

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.

The school will send home a letter as provided by the district.

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

Parents will be provided with this information during registration at the start of the school year. The information will be reiterated during parent conferences, the PAC, and the LSC meetings.

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

We have not yet developed this plan, but it will be an area of growth for us in SY17.

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

At the beginning of each school year, teachers are reminded of the importance of and expectations for reaching out to families. Faculty and staff phone calls must be documented in Student Logger and teachers must present the data during their REACH Domain 4 conversations. Our Community Connector coordinates parent programs such as parent engagement nights and legal clinics to engage families in support of their children. Tilden sends home weekly progress reports to families to see their students grades. Parents can and do request parent conferences to meet with teachers and teachers sit with parents to discuss progress.

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

Parent programming is scheduled and aligned with times when students are involved with after school enrichment activities. Parents are also encouraged to visit and participate in after school enrichment activities with their children.

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

Tilden communicates mass messaging to parents and to the community via robocalls, flyers, newspaper advertising, door-to-door leaflets and the mail. We also commit to directly contacting parents via phone calls, home visits and round table discussions with families.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

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.)

Tilden's mission to provide students with a supportive academic and social environment that will adequately prepare students for success in their post-secondary life. This will be achieved by offering a rigorous academic program coupled with social emotional supports for our students.

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.

The school will hold two opportunities for parent teacher conferences on a whole school level. These will be held on report card pickup days at the end of Quarter 1 and Quarter 3. Staff is available to have parent conferences upon request.

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

In addition to providing parents with district mandated progress reports and report cards, Tilden provides students with BAG (Behavior, Attendance, and Grades) reports every week. These provide parents with a snapshot of data points that will allow them to track a student's progress.

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

In addition to report card pickup days (parent teacher conferences), all staff is available for scheduled parent conferences. For example, when a parent conference is scheduled for a discipline issue, all of that child's teachers are invited to participate.

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

Parents can request an opportunity to observe a student in class.

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

Parents have the opportunity to monitor their children's progress in multiple ways. First, we provide parents with access to Parent Portal which is an easy way for parents to check in on student grades and attendance. We have created alerts that can notify parents when a child is not in school. Furthermore, our attendance team calls home every day for students who are not in attendance. Our weekly BAG reports provide a summary of a student's behavior, attendance, and grades that are useful in tracking student progress.

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 have the opportunity to participate in LSC meetings where they can provide feedback and consultation on the direction of the school. Our administration also has an open door policy and is always willing to meet with parents to address any concerns. Parents are also invited to informative sessions (for example, Senior Parent Night and Family Engagement Night) in which Tilden staff describe initiatives happening at the school. We also actively schedule parent conferences to address areas of concern for students. Parents & Guardians are also strongly encouraged to join and participate on our PAC (Parent Advisory Council) which consists of parents of Tilden students coming together on a monthly basis to discuss and plan parent driven ideas & activities.

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).

Tilden provides opportunities for students to reflect on their academic performance and make plans for improvement. Weekly BAG Reports are distributed to give students a data based picture of their achievement. We also have an Intervention block twice a week during the regular school day. This provides students with the opportunity to receive supplemental support in their classes. This year, each student has been provided with an adult mentor through our grade level pods. Mentor meetings are designed around goal setting and action planning for improvement. We have also implemented grade level competitions around attendance and behavior that encourage students to motivate their peers around coming to school and staying out of trouble to earn a monthly incentive. Quarterly award ceremonies honor students who are not only achieving at a high level, but have shown significant growth.

Parent Budget

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

The goal is to provide parents with professional development that focuses on supporting high school students toward being college ready.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	750	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	500	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	500	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	500	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	250	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00