



Edward Tilden Career Community Academy HS / Plan summary

## 2018-2020 plan summary

### Team

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## Team meetings

Date	Participants	Topic
03/02/2018	Dawn Ramos, Michelle Porter	SEF Priority Area
03/22/2018	SLT	Aligning priorities and discussion of action plans

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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Tilden's principal and Senior Leadership Team (SLT) have created a shared vision for building a school culture where students and adults experience academic and social success. SLT members lead and facilitate other school teams toward accomplishing Tilden's mission and goals. The SLT and LSC determine and review 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 our students for college, career, work, and life. We have three significant teams who lead their sub-teams: Instructional Leadership Team supports Professional Learning Community groups; Post Secondary Leadership Team supports grade level teams; Student Development and Intervention team support the CARE team and attendance team. 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 mentor 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 focus for the school have remained consistent for each year. The school only adopts initiatives that support 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. Currently, grade level teams have student leadership groups who complete service learning projects to beautify the school. An additional data source includes low teacher turnover rates, spanning the last two years.

## Guide for Leadership &amp; Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

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The ILT is representative of teacher leaders from all content areas, administration, internal Network support, and external partners such as Network for College Success. The ILT develops and implements quarterly learning cycles with a focus on the Reading Apprenticeship Framework and the Targeted Instructional Area (TIA). Through quarterly learning walks and TIA assessments, the ILT is always asking the question, "is it working?" The ILT routinely engages in inquiry through the use of protocols. The ILT is teacher led. The lead facilitator is also the department lead for Social Science. Additionally, each ILT member is responsible for leading a Professional Learning Community made up of their peers/colleagues. The quarterly learning cycle is comprised of input, safe practice, observations/feedback, school-wide learning walks, and TIA assessments. Data in the form of student work/adult work, learning walk results, TIA assessments results are closely examined each quarter to determine the focus of upcoming quarters. There is one common understanding among ILT members - improve instructional practice for all students. ILT meetings are held approximately every other week for 90 minutes. When special schedules exist on meeting weeks, the team adjusts the meeting times to accommodate events. All team members on the ILT lead a professional learning community, so information flow has a conduit of communication. ILT leads bring back information to the ILT from weekly PLC meetings. All staff is aware of this conduit. The ILT is staff; they regularly inform each other of the work of the ILT.

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

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

### Professional Learning:

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

Score

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The quarterly professional learning cycle that is implemented each quarter is developed from an examination of learning walk data, TIA assessment data, and staff input. Within the learning cycles, adults engage in discussion over professional readings and problems of practice. Adults examine adult and student work through the use of protocols to provide a critical lens to feedback. Based on adult need, professional learning is embedded within PLC meetings, after-school sessions, or quarterly institute days. Each quarter, staff participate in professional learning opportunities that support the instructional practice, post-secondary beliefs, and social-emotional responsive teaching. In SY19 and SY20, staff will continue to partake in school-based professional learning opportunities that inform and strengthen their professional practice in the identified areas. Professional learning will be delivered by both outside professional and school-based experts during school-designed quarterly institutes at the end of each quarter. School-wide learning walks will provide staff feedback on classroom student and adult practice.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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Tilden has worked to leverage school partnerships to draw resources into our school to support student academic growth and social-emotional development. Tilden maintains the following school/community partners for continued school improvement, which include, but are not limited to: City Year, Umoja, Network for College Success (NCS), Ada S. McKinley, Lurie Children's Hospital, Mikva Challenge, A Knock At Midnight, One Hope United, Illinois Student Aid Commission, Gads Hill, and many others. Additionally, Tilden will continue to host quarterly institutes with external partners to support student and teacher workshops.

The Tilden Faculty/Staff Google Calendar shows evidence of Wednesday professional learning sessions that are created (3 per semester) for professional teacher 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, instructional learning walks, and prioritizing professional learning communities. The 4x4 block schedule creates a structure whereas students earn eight credits per year and also have an intervention/enrichment block. The club 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 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. An additional data source includes low teacher turnover rates, spanning the last three 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 CWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.

- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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.

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Curriculum is a focus of this CIWP. The Language Arts curriculum has been vertically aligned. However, work is still needed to align the Math curriculum. Additionally, the horizontal and vertical alignment across grade levels is an area of focus for this CIWP. Most teacher created curriculum adheres to the CPS Frameworks. Units have been created to ensure alignment of scope and text and task complexity with the an emphasis on Connected Learning. Current unit plans have a range of depth of knowledge and understanding of learning experiences. We continue to develop school-wide scope and sequence maps. Teacher created unit plans are comprehensive plans designed with the UbD format. Most unit plans have been created to cover depth over breadth, utilize "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected to learn. Through RA routines, many of the units engage most learners in content areas by fully integrating opportunities for most learners to demonstrate their knowledge and independence. extend students to grade appropriate text. Additionally, RA routines support the integration of academic and social emotional learning. Thus, a focus on specific routines for specific purposes will be a focus of learning for staff in the upcoming school year. Curriculum folders can be found in this link: <https://drive.google.com/open?id=0B4Bd7jKwJ1BAfk9venFiMmhNQTUzZHIISzJOTXdJUlQSQJRORU4za0ltUlpXVGlpdW5sQjA>

### Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**

- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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Instructional materials are aligned to curricular plans and expectations of CCSS/NGSS and 21st Century standards. Materials are varied and flexible depending on student needs. Most plans identify a variety of text, however; there continues to be 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 in teacher team meetings. 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 research and development of unit plans and curriculum course needs. Given our diverse population of student needs, there continues to be 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 requirements 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	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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

Score

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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 teachers created tasks are cognitively challenging for students and require students to provide their reasoning. However, there is a 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 goals, 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.

### Guide for Rigorous Student Tasks

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

- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In On Classroom Assignments: Reflect Today's Higher Standards!</a></li> <li>✓ <a href="#">Student Work Protocol (SWP)</a></li> <li>✓ <a href="#">SlicK Protocol – Looking at Student Work</a></li> </ul>

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

Score

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

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Traditionally Tilden has one of the highest mobility rates ( 33+) in CPS, yet we are finding success in our college enrollment and persistence rates. Tilden's focus on building a college-going culture reaches all grades levels. Leading this work is The PLT (Post Secondary Team) comprised of administrators, teachers, counselors as well as external partners who work tirelessly to ensure that students are making post-secondary plans. These plans are created in the senior seminar class under the direction of classroom teachers who encourage senior students to utilize the district platform Naviance to report college and scholarship applications, track financial award letters, request transcripts and recommendation letters. Self-reporting in Naviance is aligned with a senior passport that is shared with incoming seniors at the beginning of the school year. Other grades levels also benefit from PLT work in the areas of college field trips, college fairs, and grade level passports that are scaffolded as a natural progression of work toward graduation deliverables.

### 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



Teacher and learning are constantly improving as teachers are improving 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. Also, we create "makeup 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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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

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Teacher created unit plans include a variety of 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 and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> <li>1.e. Selecting Learning Objectives</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3.a. Designing Student Assessment</li> <li>3.b. Using Assessment in Instruction</li> <li>4.a. Reflecting on Teaching &amp; Learning</li> <li>4.b. Maintaining Accurate Records</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>81. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> </ul>
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ CPS Balanced Assessment Framework &amp; Assessment Models</li> <li>✓ Assessment Design Toolkit</li> <li>✓ Teacher Made Assessment Basics</li> <li>✓ Grading principals and guidelines</li> <li>✓ Great Schools Partnership –Grading + Reporting</li> </ul>

### Multi-Tiered System of Supports:

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

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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.

The curriculum is a focus of this CIWP. The Language Arts curriculum has been vertically aligned. However, work is still needed to align the Math curriculum. Additionally, the horizontal and vertical alignment across grade levels is an area of focus for this CIWP. Most teacher-created curriculum adheres to the CPS Frameworks. Units have been created to ensure alignment of scope and text and task complexity with an emphasis on Connected Learning. Current unit plans have a range of depth of knowledge and understanding of learning experiences. We continue to develop school-wide scope and sequence maps. Teacher created unit plans are comprehensive plans designed with the UbD format. Most unit plans have been created to cover depth over breadth, utilize "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected to learn. Through RA routines, many of the units engage most learning in content areas by fully integrating opportunities for most learners to demonstrate their knowledge and independence. extend students to grade-appropriate text. Additionally, RA routines support the integration of academic and social-emotional learning. Thus, a focus on specific routines for specific purposes will be a focus of learning for staff in the upcoming school year. Curriculum folders can be found at this link: <https://drive.google.com/open?id=0B4Bd7jkWj1BAfk9venFiMmhNQTUtZHIItSzJOTXdJUIIdQsJRORU4za0ItUlpXVGlpdW5sQjA>

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-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
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
Five Essentials	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

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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.

Tilden has made substantial progress toward a progressive learning culture for all students. We have shifted from student compliance 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, make up work windows, weekly Behavior-Arrival-Grades (BAG) reports, and argumentative literacy. 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 with 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, 20/25% STLS, 97% free and reduced lunch, and high trauma rate. According to the University of Chicago Consortium To and Through, Tilden’s freshmen class consistently. Teachers are trying various pedagogical strategies in an attempt to every student in learning.

Our growing space center is helping students come mentally, emotionally, and academically prepared for learning while also streamlining our curriculum. Our professional adult community is grappling with a diverse population supporting struggling learners, issues with race, and implicit bias. We are currently searching for the appropriate SEL instruction that can become an access point that helps students address their issues and be prepared for learning. We are planning to develop a scope and sequence, align unit plans and assessments, and create rigorous lessons and tasks.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 3 4

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 and support students with behavioral health supports and course performance.

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 take 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.

The focus of our work over the past two years and leading into the next two years is improving the mental health of safe and students through understanding developmental trauma. Tilden partners with the University of Chicago Teacher Responsiveness Educator Prep to deepen our understanding of adolescent trauma, school responsive to trauma and discipline, and community supports. Umoja Inc. also assists Tilden with restorative practices and peace room services. We have created a culture of honesty and respect by have difficult conversations with colleagues when necessary and using protocols to provide equity of voice in our meetings.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Shared Leadership, Family &amp; Community Engagement</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>

### 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

Through our current Civics and Social Sciences curriculum, teachers are teaching about the structure and function of government as well as local, national, and international political structures and power dynamics. Teachers invite students to become political agents of change through local action and classroom mock activities/projects. Additionally, students are becoming informed citizens through their understanding of elections, voters' rights, and the electoral process. Students in the civics courses are routinely engaged in activities that serve as simulations for national events. Additionally, students engage in school activities that support local events/change. Students are routinely thinking about their school resources, meals, and their ability to impact change. The student voice committee is a newly formed committee that will participate in decision/policy making activities. The student voice committee is a diverse set of students that represent the student body. Opportunities will be developed to ensure students authentically interact with civic leaders and engage with their community. Students will continue to participate in activities through informed civic action. The Civics curriculum can be found here: <https://drive.google.com/open?id=0B-eE9He0pdTWQkNJOExzT011Zk0>

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

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**

- Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
- Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS3 ELA/HST 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

Student discipline is data is gathered weekly and shared with staff each week. Tilden 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: Zones of Regulation, GO BLUE, Tier 1 Intervention Flow Chart, Tilden Student Intervention Protocol, Restorative Justice, and the CPS Progressive Discipline. The Intervention Flow Chart, Student Intervention Protocol, and Progressive Discipline plan provides clear procedures for reporting and responding to safety concerns. GO BLUE and Zones of Regulations are school-wide classroom management tools that ensure classrooms are being managed efficiently with orderly transitions between activities. These tools provide strategies that allow routines and procedures to maximize instructional time, orchestrate the environment, so students contribute to the management of classroom routines, ensures that student's arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.

Tilden provides a framework for positive behavior throughout the school 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 and community norming 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 significantly over the past two years. 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.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

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

### 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 that meets bi-weekly. SD&I members include 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 procedures 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 for reinforcing positive student behavior with clear expectations, routines, and procedures. This team is divided into sub-groups that consist of the Restorative Justice group, Incentives Rewards group, and SEL instruction group. The SD&I team along with the Student Leadership

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 to continue our restorative justice practice. Through Umoja, Tilden works with a Restorative Justice 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 involve 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 occurrences 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 Out of School Suspension (OSS). Tilden's behavioral data to date shows that we are on pace to have fewer SCC infractions in SY18 than we did in SY17. We currently have a 14% reduction in infractions compared to last year, due to the trauma and restorative justice work that is currently being implemented. Because Tilden lacks ISPD, we have implemented teacher time consequences for students who may need remediation to re-engage. 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 are 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 provide students with strategies to relax, concentrate, energize, and focus. It also provides wellness activities for the staff. Incorporating SEL strategies into a teacher's daily lesson plan influences everything from teacher-student relationships to classroom management to effective instruction to teacher burnout in a more positive and effective manner.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

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

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 to 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.

The highlight of our parental involvement is through parent workshops that are hosted by our School Community Rep and CSI partnerships. Our parent workshops focus parenting skills, employment searches, mental health, and volunteering. 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 overcome. Tilden communicates mass messaging to parents and to the community, 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 and Family Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
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)
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$

4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

Goals

Required metrics (Highschool)

17 of 17 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**My Voice, My School 5 Essentials Survey**

Last year, we received a rating of Well Organized, and we hope to continue to achieve that rating for the 2017-2018, 2018-2019, and 2019-2020 school years. We have made considerable efforts to improve the school's culture of learning from both a student and staff perspective.

(Blank) (Blank) (Blank) (Blank) (Blank)

**PSAT 9 Annual Growth Measure**

Growing twelve percentile points over the next three years is an ambitious goal, but we feel it is realistic. The implementation of our TIA and Powerful practices will lead to gradual academic gains. We have already shown growth this year, and we hope to achieve steady growth over the next three years. We believe that a gradual growth by 4.00 each year will be achievable. Once we increase to the 40th percentile, we will earn an additional SQRP point.

(Blank) 38.00 42.00 46.00 50.00

**PSAT 10 Annual Growth Measure**

Growing fifteen percentile points over the next three years is an ambitious goal, but we feel it is realistic. We feel that the implementation of our TIA and Powerful practices will lead to gradual academic gains. We have already shown growth this year, and we hope to achieve steady growth over the next three years. We believe that a gradual growth by 5.00 will be achievable, and it will help us to progress towards the 40th percentile.

(Blank) 12.00 17.00 22.00 27.00

**SAT Annual Growth Measure**

Growing fourteen percentile points over the next three years is an ambitious goal, but we feel it is realistic. We feel that the implementation of our TIA and Powerful practices will lead to gradual academic gains. We have already shown growth this year, and we hope to achieve steady growth over the next three years. We believe that a gradual growth by of 4.00 to 5.00 each year will be achievable. Once we increase to the 40th percentile, we will earn an additional SQRP point.

(Blank) 26.00 31.00 35.00 40.00

**3 yr Cohort(SAT) Growth Measure (this will be a new metric)**

We feel that the implementation of our TIA and Powerful practices will lead to gradual academic gains. We hope to achieve steady growth over the next three years; a gradual growth of 5.00 each year will be achievable.

(Blank) (Blank) 30.00 35.00 40.00

**African-American School Growth Percentile SAT11**

African American students represent the largest subgroup at Tilden. Historically, they have been the lowest performing. Our immediate goal is to cross the 20th percentile threshold and then continue to gradually improve. 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. Reaching the 30th percentile will enable us to earn three SQRP points.

(Blank) (Blank) 20.00 25.00 30.00

**Hispanic School Growth Percentile SAT11**

Hispanic students represent the second largest subgroup at Tilden. Our immediate goal is to cross the 20th percentile threshold and then continue to gradually improve. 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. Reaching the 30th percentile will enable us to earn three SQRP points.

(Blank)

(Blank)

20.00

25.00

30.00

#### English Learner School Growth Percentile SAT11

We have recently moved into a position where our number of ELL students is high enough that this metric will be calculated for us. We have ELL support in the form of pull-outs and push-ins, and we also offer an ELL class. We believe the ELL support we provide will enable us to reach the 30th percentile over the next three years, which will earn us three SQRP points.

(Blank)

(Blank)

20.00

25.00

30.00

#### Diverse Learner School Growth Percentile SAT11

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. We believe we can achieve the 30th percentile by the end of the three years, which will enable us to earn three SQRP points.

(Blank)

(Blank)

20.00

25.00

30.00

#### Percent Meeting College Readiness Benchmarks

Our student body is usually below grade level in reading and math scores when they enter high school. Through our implementation of our TIA and Powerful Practice, as well as our rigorous math classes, we hope to increase the college readiness of our students during their time here. Last year, only 11% of our students met college readiness benchmarks. We believe our focus on instruction will help more of our students meet college readiness benchmarks over the next three years. We want to gradually increase the number of students who meet college readiness benchmarks so we can earn an additional SQRP point.

(Blank)

11.00

15.50

20.00

24.50

#### Early College and Career Credentials Rate

Even though we have had enough students earning early college and career credentials over the past two years to receive five SQRP points, we want to continue to increase the number of students who are enrolled in dual credit and advanced placement courses at our school. We are hoping to increase this by offering new dual credit classes to future students.

41.00

43.00

45.00

47.00

49.00

#### 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 75% 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 freshman grade level team (freshman pod) has developed effective supports for high needs students which make reaching the 90th percentile attainable.

70.00

64.00

90.00

90.00

90.00

#### 4-Year Cohort Graduation Rate

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 this year is ambitious but attainable. Over the next three years, we aim to increase our graduation rate by 20%, which will enable us to earn three SQRP points.

52.00

50.00

65.00

67.00

70.00

#### 1-Year Dropout Rate

Our highly transient student body makes having a low dropout rate difficult. We have decreased our dropout rate over the last two years, and we hope to gradually decrease it further. We hope to achieve a decrease of 1.5% over the next three years, which will enable us to earn four SQRP points.

7.00

5.00

4.50

4.00

3.50

#### College Enrollment Rate

The structures that we have in place for seniors makes reaching the 55% threshold realistic. All students participate in a yearlong 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.

31.00 37.00 45.00 50.00 55.00

**College Persistence Rate**

Tilden's growth in this metric is a reflection of 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.

34.00 38.00 55.00 60.00 65.00

**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.

82.00 82.00 85.00 85.00 85.00

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we develop curriculum that is aligned to grade level standards and incorporate more rigorous tasks

teachers and students engaging in learning that is academically challenging with multiple entry points that scaffold students to the next grade level

an increase in the number of students passing all classes to 75%, and an increase in annual growth measure by at least 4% for 9th grade, 5% increase for 10th grade, and approximately 5% increase for 11th grade.

Tags:  
Academic, Attendance

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Status
Teachers create scope map for all content areas	ILT/PLCs	May 22, 2018 to Jun 20, 2018	On-Track

**Curriculum**

Course teams examine curriculum maps for gaps and alignment	ILT/PLCs	Jun 5, 2018 to Jun 26, 2018	On-Track
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**Curriculum Design**

ILT examines curriculum maps for alignment and edits maps for gaps/over saturation of standards	ILT	Jun 25, 2018 to Jul 20, 2018	On-Track
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**Interdisciplinary units**

Teachers revise/edit unit plans for standard alignment based on course maps

ILT/Teachers

Jun 19, 2018 to  
Sep 4, 2018

On-Track

### Aligned curriculum

### Strategy 2

If we do...

If we develop and align college and career exploration pathways at each grade-level

...then we see...

then we will engage students in investigating all available college and career pathways while developing the necessary executive functioning skills to be successful

...which leads to...

which leads an increased number of students who develop the confidence to see themselves beyond high school. Ensuring our students are informed and equipped to make a choice for their path after high school will support an increase in our on-track rate, and an increase in college enrollment, and persistence. We expect the increases in the stated metrics to be the following:  
FOT increase to 90% over a three year time period. College Persistence Rate to increase to 65% over a three year time period and College Enrollment to increase to 55% over a three year time period

Tags:

College Access and Persistence

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Develop teacher awareness of post-secondary college and career pathways and prepare them to have conversations that encourage college-going identity, culture, and options.

PLT

Aug 1, 2018 to  
Jun 30, 2020

Not started

### College and career

Develop student awareness of post-secondary college and career pathways and prepare and support students as they make decisions about their post-secondary future across all four years.

PLT

Aug 1, 2018 to  
Jun 30, 2020

Not started

### College Access and Persistence, College enrollment

Increase student developmental experiences (college trips) and incorporate developmental experiences that are targeted activities based on students' individual interests (career-focused trips).

PLT and Pods

Aug 1, 2018 to  
Jun 30, 2020

Not started

### College Access and Persistence, College enrollment, College and career readiness

Increase dual-credit and Advanced Placement options for students and incorporate more college-preparatory activities in all content areas.

PLT, Porter

Aug 1, 2018 to  
Jun 30, 2020

Not started

### College & career

### Strategy 3

If we do...

If we help student and staff develop self-regulation, social-emotional agency and awareness of their strengths and areas of growth and opportunity

...then we see...

Then we see students and staff able to make decisions to take ownership and responsibility of their learning and practice

...which leads to...

A 1.5% decrease in the one year dropout rate, a 3% increase in average daily attendance, and a 20% increase in 4 year cohort graduation rate.

Tags:  
Attendance, Social emotional

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
During quarterly institutes, faculty and staff will engage in learning around social emotional learning concerning the topics of agency and self-awareness.	Levy (SLT)	Aug 1, 2018 to Jun 30, 2020	Not started
<b>Social emotional learning, Social emotional climate</b>			
Faculty, staff, and students will refine and build on existing structures that support social emotional learning (Zones of Regulation).	Levy (SLT)	Aug 1, 2018 to Jun 30, 2020	Not started
<b>Culture of learning, Culture and climate</b>			
The SLT will work with external partners to develop quarterly student workshops.	SLT	Aug 1, 2018 to Jun 30, 2020	Not started
<b>Culture of learning, Culture and climate</b>			
We will develop and implement targeted programming to use student development time that addresses growth mindset and agency.	SLT	Jul 1, 2018 to Jun 30, 2019	Not started
<b>Student development, Student agency</b>			

## Action Plan

### Strategy 1

**ON-TRACK** Teachers create scope map for all content areas"  
May 22, 2018 to Jun 20, 2018 - ILT/PLCs

**Status history**

**ON-TRACK** Jun 01, 2018  
**Evidence**  
Curriculum maps by grade level in all content areas

**ON-TRACK** Course teams examine curriculum maps for gaps and alignment"  
Jun 05, 2018 to Jun 26, 2018 - ILT/PLCs

**Status history**

**ON-TRACK** Jun 01, 2018  
**Evidence**  
Curriculum maps with notes/evidence of alignment

**ON-TRACK** ILT examines curriculum maps for alignment and edits maps for gaps/over saturation of standards"  
Jun 25, 2018 to Jul 20, 2018 - ILT

**Status history**

Jun 1

**ON-TRACK** Jun 01, 2018  
**Evidence**  
curriculum maps

**ON-TRACK** Teachers revise/edit unit plans for standard alignment based on course maps"  
Jun 19, 2018 to Sep 04, 2018 - ILT/Teachers

## Status history

Jun 1

**ON-TRACK** Jun 01, 2018  
**Evidence**  
Teacher created/district provide units of study

### Strategy 2

**NOT STARTED**

Develop teacher awareness of post-secondary college and career pathways and prepare them to have conversations that encourage college-going identity, culture, and options."

Aug 01, 2018 to Jun 30, 2020 - PLT

## Status history

Jun 1

**NOT STARTED** Jun 01, 2018  
**Evidence**  
Agendas and professional texts

**NOT STARTED**

Develop student awareness of post-secondary college and career pathways and prepare and support students as they make decisions about their post-secondary future across all four years."

Aug 01, 2018 to Jun 30, 2020 - PLT

## Status history

Jun 1

**NOT STARTED** Jun 01, 2018  
**Evidence**  
Lesson plans and student workshops

**NOT STARTED**

Increase student developmental experiences (college trips) and incorporate developmental experiences that are targeted activities based on students' individual interests (career-focused trips)."

Aug 01, 2018 to Jun 30, 2020 - PLT and Pods

## Status history

Jun 1

**NOT STARTED** Jun 01, 2018  
**Evidence**  
Pictures from field trips and student reflections

NOT STARTED

Increase dual-credit and Advanced Placement options for students and incorporate more college-preparatory activities in all content areas."

Aug 01, 2018 to Jun 30, 2020 - PLT, Porter

### Status history



NOT STARTED

Jun 01, 2018  
**Evidence**  
Syllabi, enrollment numbers, and test scores

### Strategy 3

NOT STARTED

During quarterly institutes, faculty and staff will engage in learning around social emotional learning concerning the topics of agency and self-awareness."

Aug 01, 2018 to Jun 30, 2020 - Levy (SLT)

### Status history



NOT STARTED

Jun 01, 2018  
**Evidence**  
Agendas and schedules

NOT STARTED

Faculty, staff, and students will refine and build on existing structures that support social emotional learning (Zones of Regulation)."  
Aug 01, 2018 to Jun 30, 2020 - Levy (SLT)

### Status history



NOT STARTED

Jun 01, 2018  
**Evidence**  
Meeting notes and agendas

NOT STARTED

The SLT will work with external partners to develop quarterly student workshops."  
Aug 01, 2018 to Jun 30, 2020 - SLT

### Status history



NOT STARTED

Jun 01, 2018  
**Evidence**  
Workshop schedules and meeting agendas

NOT STARTED

We will develop and implement targeted programming to use student development time that addresses growth mindset and agency."  
Jul 01, 2018 to Jun 30, 2019 - SLT

### Status history



NOT STARTED

Jun 01, 2018  
**Evidence**

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

#### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

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

The 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.

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

the school will immediately respond to any such suggestions.

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 to 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.

PSAT and SAT results will be provided to families when they are received from state entities.

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.

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

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

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

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

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

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

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

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



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

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

N/A

### School-Parent Compact

Complete

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

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.

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 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 and family members 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

Complete

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

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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	750 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount .00
<p>54205</p>	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	300 .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$	Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount .00

