

# Edward Tilden Career Community Academy HS 2020-2022 plan summary

## Team

Name	Role	Email	Access
Dawn Ramos	Principal	dmramos1@cps.edu	Has access
Sean Smith	Assistant Principal	ssmith114@cps.edu	Has access
Michelle Porter	ILT Facilitator	mdporter@cps.edu	Has access
Kelvin Chung	School Counselor	ykchung@cps.edu	Has access
Evangelina Saucedo	Case Manager	esaucedo@cps.edu	Has access
Simone Henderson	CTE Teacher	smhenderson3@cps.edu	Has access
Yafah Levy	School Dean of Students	ylevy@cps.edu	Has access
Kim Hinton	NCS Coach	khinton2@cps.edu	Has access

## Team Meetings

No meetings saved for this plan.

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make “safe practice” an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:**
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 3 Design and implement school day schedules that are responsive to student needs
  - 3 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:**

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)

- 2 Engage students in learning and foster student ownership
- 2 Use questioning and discussion as techniques to deepen student understanding
- 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 2 Provide students frequent, informative feedback
- 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:**
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 2 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:**
- 2 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 2 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:**
- 3 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:**

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Family & Community Engagement	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	2
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Balanced Assessment and Grading
Root Cause 1	Lack of common understanding to use multiple measures of assessments. Standardized assessments are limited to REACH assessment and school-wide teacher created writing assessment.
Area of Critical Need 2	Student Voice, Engagement, and Civic Life
Root Cause 2	Lack of student voice contributes to lack of student buy in for school-wide positive school culture and climate.
Area of Critical Need 3	Supportive and Equitable Approaches to Discipline

Root Cause 3	Lack of adult understanding of restorative practices. Many still view punitive punishment as necessary consequence for changed behavior, even though data is not available to support this claim or understanding.
--------------	--

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: Attendance Rate  The CIWP team reviewed our Vision and SQRP metrics. Attendance was chosen because its remained in the low 80's for the last several years. We believe that an increase in attendance will have a ripple effect in increasing multiple metrics. SY19 Attendance SQRP was 83.40% Data on the Vision portal shows Latina Female attendance at 74.89%. Our goal is to increase Latina female attendance to 80% by 2022.	Overall		83.00	85.00
	Latina (Female)		83.00	85.00
Vision: 4 Year Graduation Rate  4 Yr Graduation rate was selected because it has been consistent for the last several years. SY19 SQRP was 56.70%. When looking at individual groups, our EL group was even lower. Data on the vision portal was 33% for ELs. By 2022, our 4 yr graduation rate for students receiving EL supports will increase to 53%.	Overall		59.00	61.00
	EL		25.00	30.00
Vision: Freshman On-Track  While we have steadily increased our FOT to 81.50%, our AA Female FOT remains at 70%. For this reason, the CIWP team has identified AA females as a focus group. Our goal is to increase AA female FOT to 85% by 2022.	African American Female		75.00	85.00
(Blank)				
(Blank)				

**Required metrics (Highschool) (0% complete)**



	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

### Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

## Strategies

### Strategy 1

If we do...	If teachers engage in professional development and on-going feedback to enhance their assessment and grading practices
Then we see...	teachers effectively plan for and measure their instructional effectiveness as it relates to student progress
which leads to...	better alignment of lesson objectives, instruction and measurement of student attainment on grade level standards thus supporting our goal to increase our 4 year overall graduation rate to 61% in year 2022 and our EL graduation rate to 30% in year 2022.
Budget Description	Resources needed: extended day buckets for summer and after-school professional learning, balanced and assessment grading learning resources (texts, books, etc..)
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative
Action steps	<ul style="list-style-type: none"> <li>(Not started) Partner with Balanced and Assessment team to utilize individuals and resources available to us for the action items listed in this CIWP Tags:Balanced Assessment and Grading</li> <li>(Not started) School-wide PD on Assessment and the instructional implications of assessments for adults and students Tags:Student Voice, Engagement, and Civic Life, Assessment: Balanced Assessment and Grading</li> <li>(Not started) Rounds of LASW and LAAW in PLC?s with a focus on Assessments to build understanding of assessment and implications for instruction. Student</li> </ul>

	<p>feedback for assessments taken in courses. (types of assessments, student choice to demonstrate learning, etc..)</p> <p>Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> <li>• (Not started) EL assessment PD to supplement instruction per department needs</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, OLCE</p> <ul style="list-style-type: none"> <li>• (Not started) School-wide PD on grading practices foundational understanding of current practices and implications of current practice. Introduce grading for equity text. Adult book study.</li> </ul> <p>Tags:Balanced Assessment and Grading, Equity: Liberatory Thinking</p> <ul style="list-style-type: none"> <li>• (Not started) Professional Readings in ILT and PLC on Grading Practices, grading for equity, and no zero grading policy</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Liberatory Thinking</p> <ul style="list-style-type: none"> <li>• (Not started) End of First Semester Grade Distribution Analysis in Departments and planning time for Second Semester Goals - Pay attention to specific groups identified in goals</li> </ul> <p>Tags:Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Liberatory Thinking</p>
--	--

**Strategy 2**

If we do...	If adults regularly seek student feedback across all grade levels to better understand students' experiences within our school community in order for students to have a voice in the decision making process, as it relates to the day-to-day experience.
Then we see...	Then we can use data to provide adult learning that responds to student feedback and implement programs specific to student needs.
which leads to...	Which leads to adults responsive to what students desire and need in order to increase student engagement and attendance to 85% by SY22.
Budget Description	Adult learning, NCS FYAS supports, Extended day pay, student supplies
Tags	Student Voice, Engagement, and Civic Life

Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Engage with the Department of Social Science and Civic Engagement to utilize their support with opportunities for adult learning.  Tags: Student Voice, Engagement, and Civic Life</li> <li>• (On-Track) Conduct focus group with Latina female students to identify why they are not attending school and seek their interests as it relates to school programs.  Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Behind) Define the scope of work for the SVC and membership to ensure full membership of the student body  Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Members of the SVC become student members of adult leadership teams in order to provide student perspective and voice on leadership teams. (Student voice for instruction, grade-level initiatives, climate and culture, etc.)  Tags: Student Voice, Engagement, and Civic Life</li> <li>• (On-Track) Increase opportunities for students to participate in experiences that increase their global understanding or their community, city, and world via outside classroom experiences. (i.e field trips, etc.)  Tags: Student Voice, Engagement, and Civic Life</li> <li>• (Not started) Create a student and staff committee to focus on cultural celebrations for the school year.  Tags: Student Voice, Engagement, and Civic Life</li> </ul>
--------------	--

**Strategy 3**

If we do...	Tilden staff and students engage in continued learning that includes restorative practices, discipline protocols, SEL interventions, and school supports.
Then we see...	Staff and students will have a better understanding and increase their knowledge of how to implement and apply restorative practices, discipline protocols, SEL interventions, and school supports.
which leads to...	Leads to a decrease in level I student behaviors and an increase overall attendance and graduation rate by 5% by the end of SY22.
Budget Description	Extended day for adult learning, OSEL supports, SEL curriculum, visual resources (ink, printing materials, etc.)
Tags	OSEL: Supportive and Equitable Discipline Practices

Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Partner with CPS OSEL department for specific support targeting school-level approaches to discipline and restorative practices  Tags: OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</li> <li>• (Behind) Develop and publish behavior tiers and appropriate interventions and supports for each behavior.  Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</li> <li>• (Postponed) Provide adult learning to develop a common understanding of roles and shared responsibility to increase adult capacity for responding to level 1 behaviors  Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>• (On-Track) Engage in developing core values within the school community that are aligned to the school vision and mission in order to promote a shared language and understanding of personal responsibility  Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment</li> <li>• (Completed) Define school-wide protocols that defines and implements restorative practices and care team referrals practices.  Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions</li> </ul>
--------------	---

**Strategy 4**

If we do...	If teachers engage in professional development and on-going learning and feedback to enhance their instructional practices
Then we see...	daily classroom instruction that is aligned to formative and summative course assessments
which leads to...	better alignment of lesson objectives, instruction and measurement of student attainment on grade level standards thus supporting our goal to increase our 4 year overall graduation rate to 61% in year 2022 and our EL graduation rate to 30% in year 2022.
Budget Description	Extended day pay for after-school and summer PD, NCS supports, RA text
Tags	Instruction, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Equity: Liberatory Thinking

Action steps	<ul style="list-style-type: none"> <li>• (Not started) Rounds of LASW and LAAW in PLC?s with a focus on daily instruction to build understanding of formative and summative assessment  Tags:Instruction, Assessment: Balanced Assessment and Grading</li> <li>• (Not started) Quarterly Learning Walks with a focus on formative assessments (Focus departments by semester) - Use data from LWs to inform adult learning cycle  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</li> <li>• (Not started) Provide RA refresher PD opportunities for individuals previously trained in RA with a focus on instructional strategies/routines for assessing students  Tags:Instruction</li> <li>• (Not started) Provide RA training to any teacher who has not been trained  Tags:Instruction</li> </ul>
--------------	---

## Action Plan

### Strategy 1

Not started Nov 30, 2020

Partner with Balanced and Assessment team to utilize individuals and resources available to us for the action items listed in this CIWP

Jun 29, 2020 to Sep 04, 2020 - ILT

Not started Nov 30, 2020

School-wide PD on Assessment and the instructional implications of assessments for adults and students

Aug 16, 2020 to Sep 18, 2020 - ILT/SVC

School-wide PD on grading practices foundational understanding of current practices and implications of current practice. Introduce grading for equity text. Adult book study.

Aug 16, 2021 to Jun 24, 2022 - ILT

Professional Readings in ILT and PLC on Grading Practices, grading for equity, and no zero grading policy

Aug 15, 2021 to Jun 24, 2022 - ILT

Rounds of LASW and LAAW in PLCs with a focus on Assessments to build understanding of assessment and implications for instruction. Student feedback for assessments taken in courses. (types of assessments, student choice to demonstrate learning, etc..)

Sep 28, 2020 to Jun 25, 2021 - ILT/SVC

EL assessment PD to supplement instruction per department needs

Oct 05, 2020 to Jun 25, 2021 - ILT/ELPT

End of First Semester Grade Distribution Analysis in Departments and planning time for Second Semester Goals - Pay attention to specific groups identified in goals

Feb 07, 2022 to Mar 07, 2022 - ILT

## **Strategy 2**

On-Track Nov 30, 2020

Engage with the Department of Social Science and Civic Engagement to utilize their support with opportunities for adult learning.

Sep 07, 2020 to Feb 01, 2021 - PLT

On-Track Nov 30, 2020

Conduct focus group with Latina female students to identify why they are not attending school and seek their interests as it relates to school programs.

Sep 07, 2020 to Feb 01, 2021 - PLT

Behind Nov 30, 2020

Define the scope of work for the SVC and membership to ensure full membership of the student body

Sep 07, 2020 to Oct 02, 2020 - PLT

Members of the SVC become student members of adult leadership teams in order to provide student perspective and voice on leadership teams. (Student voice for instruction, grade-level initiatives, climate and culture, etc..)

Oct 02, 2020 to Oct 30, 2020 - PLT

On-Track Nov 30, 2020

Increase opportunities for students to participate in experiences that increase their global understanding or their community, city, and world via outside classroom experiences. (i.e field trips, etc..)

Oct 05, 2020 to Jun 25, 2021 - PLT

Not started Nov 30, 2020

Create a student and staff committee to focus on cultural celebrations for the school year.

Aug 17, 2020 to Oct 02, 2020 - PLT

### **Strategy 3**

On-Track Nov 30, 2020

Partner with CPS OSEL department for specific support targeting school-level approaches to discipline and restorative practices

Aug 24, 2020 to Jun 25, 2021 - Student Development and Intervention Team

Behind Nov 30, 2020

Develop and publish behavior tiers and appropriate interventions and supports for each behavior.

Aug 17, 2020 to Sep 25, 2020 - Student Development & Intervention Team

Postponed Nov 30, 2020

Provide adult learning to develop a common understanding of roles and shared responsibility to increase adult capacity for responding to level 1 behaviors

Sep 01, 2020 to Feb 05, 2021 - Student Development & Intervention Team

On-Track Nov 30, 2020

Engage in developing core values within the school community that are aligned to the school vision and mission in order to promote a shared language and understanding of personal responsibility

Aug 24, 2020 to Jun 25, 2021 - Student Development & Intervention Team

Completed Nov 30, 2020

Define school-wide protocols that defines and implements restorative practices and care team referrals practices.

Aug 28, 2020 to Oct 02, 2020 - Student Development & Intervention Team

## Strategy 4

Not started Nov 30, 2020

Rounds of LASW and LAAW in PLCs with a focus on daily instruction to build understanding of formative and summative assessment

Oct 05, 2020 to Jun 25, 2021 - ILT

Quarterly Learning Walks with a focus on formative assessments (Focus departments by semester) - Use data from LWs to inform adult learning cycle

Oct 12, 2020 to Jun 25, 2021 - ILT

Provide RA refresher PD opportunities for individuals previously trained in RA with a focus on instructional strategies/routines for assessing students

Aug 24, 2020 to Sep 11, 2020 - ILT

Provide RA training to any teacher who has not been trained

Aug 03, 2020 to Jan 01, 2021 - External Partner/NCS

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

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

### ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**



Prior to completing the CIWP the team took inventory of all aspects of the school including student achievement to determine our focus areas.

**Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

As a school community we will be working on instruction delivery and grading practices to provide students with support to increase their achievement.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Currently our ELA and Math courses are working with a college based curriculum- College Board. This is our pilot year with the curriculum but it has helped students to get a better understanding of the material with a hope of improving standardized test scores.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Through community partners like BAM and Albany Park students are provided with mentors and counseling services. As a school, PODS have decided to take on the initiative of having all staff members assigned to students to provide an additional layer of support to the students of Tilden.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

Tilden HS works with the CPS Talent Office to attract high-quality candidates. We also work with local colleges and universities to create a student teaching pipeline to address future vacancies.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Tilden HS participates in professional developments offered by the district based on supporting small schools. We are also working with the National Equity group to provide professional development in the area of equity.

**Strategies to increase parent involvement, such as family literacy services.**

During the previous school year we started our Parent Advisory Committee and we plan to have focus groups to determine the needs of our families. Using our online components we plan to host events virtually to meet the needs of our parents.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

N/A

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Student Assessments are a focal point of our CIWP and we plan to work with teachers to develop various types of academic assessments. To give students exposure to online testing we will incorporate this model into our practice. We also noticed testing fatigue in students taking standardized tests, so we plan to gather teacher input in discussing ways to allow students to get used to standardized testing.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

With our 4x4 schedule students spend 90 minutes per day in a class period. Teachers also make themselves available after school to provide tutoring as needed.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

We make sure that students benefit from all programs in which they qualify. Our Assistant Principal in conjunction with school counselor and various support staff provide students with an overview of programs as they become available. At Tilden HS we make sure that we support our students and their families as much as possible

## **ESSA Targeted Assistance Program**

---

### **Parent Involvement 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.**

With our newly formed PAC we will have a platform to work with parents on a monthly basis to receive continuous feedback. The plan is to initially work with the parents of returning students and create a plan to recruit new parents for the upcoming school year.

**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**

During our Annual Open House on Thursday, October 1, 2020 we will provide parents with additional information regarding school programs. This meeting as well as all future PAC meetings will have a virtual component, allowing parents to join in from their cell phones or devices.

**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.**

A semester I meeting schedule will be provided to parents during orientation. Principal Ramos will also host Coffee with the Principal in an effort to foster ideas and suggestions from school parents. As ideas and suggestions are formulated the school community map out plans to carry out those suggestions in a timely fashion. Action items will always be discussed at each PAC meeting.

**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.**

As State Assessment information is passed on to staff we will ensure that the information is made accessible to parents.

**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.**

Letters/emails will be sent to parents notifying them if their child's teacher is not "highly qualified",

**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.**

Through various in person and virtual workshops the school will provide parents with information on how to understand the state's academic content standards and assessments. We will also show parents how to sign up for the parent portal so that we can moito

**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.**

Chromebooks will be available for check out and teachers will sign up for evening office hours (6pm-8pm) to assist parents and students.

**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.**

Parents will be given an opportunity to lead engagement workshops and show teachers ways in which they can bridge the gap with parents to become a more inclusive school.

**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.**

During the school year we will have multiple "Family Night" activities for parents to become more involved with the work that is going on in the school.

**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.**

Information will be sent to parent via email in their native language language (when possible). Information will also be presented on the school website.

### 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 postsecondary 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.**

Parent-teacher conferences will be held at the end of the 1st and 3rd quarters.

**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. All parents must complete the volunteer background check prior to being allowed to volunteer.

**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. Students are encouraged to check their online student portal to give them a data based picture of their achievement. 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 PBIS points. 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**

<b>51130, 52130</b>	<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.	\$0.00
<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also	\$250.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
<b>54125</b>	<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)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$1400.00
<b>54205</b>	<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
<b>54565</b>	<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.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<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 be used only by parents.	\$0.00