

George W Tilton Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Sylvia Hodge	Principal		No Access
Quinshun Elrod	Assistant Principal		No Access
Thomas Sherlock	STEM Coordinator		No Access
Ashley Losurdo	Primary DL Teacher		No Access
Kelliann Keenoy	Intermediate Teacher		No Access
Nika McGhee	Primary Teacher		No Access
Salazar Barbara	Middle School DL Teacher		No Access
Gilbert Mitchell	Security		No Access
Thelia Ray	LSC Chairman		No 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
 - 4 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)
 - 4 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
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Professional Development Agendas Teacher team meetings
- 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
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 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
 - 4 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)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Pacing Charts Reading and Math Block Schedules Teacher Professional Development Calendar Observation Monitoring Tool

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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)
 - 3 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:** Evidence (lesson plans and CPS Classroom Circle Handbook) is uploaded in Google Classroom.
- 3 - Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 4 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 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:** Evidence is uploaded in Google Classroom- Lesson Plans.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 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
 - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Evidence is uploaded to the Google drive - School readiness folders, Network 5 Interim Assessment folder. SQRP Monitoring Tool folders.
- 4 - MTSS
 - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C? or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
 - 4 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)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 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)
- 2 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)
- 2 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)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 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)
- 2 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)
- 2 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:** Evidence is uploaded to the Google Drive and provided to administration, teachers, staff, and Network 5 SEL representatives and MTSS school leads.
- 3 - 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)
 - 3 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:** Middle school students complete Naviance activities weekly with school counselor, Literacy Enrichment Lab to help sustain academic growth, Parent Meetings.

Quality and Character of School Life

- 4 - Relational Trust
 - 4 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)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Teacher Team meetings SEL block Discipline Management Policy
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 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:** Lesson Plans
- 4 - Physical and Emotional Safety
 - 4 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)
- 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 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:** Teacher Team Meetings Agendas Restorative Practice Coach School Discipline Policy
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 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)
 - 3 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:** Developed school wide discipline plan/policy Dashboard Misconducts CPS Verify System
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 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)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 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:** Monthly Newsletter Family Engagement Nights

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

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	Math growth in Grades 3-8
Root Cause 1	Lack of implementation of small group with fidelity and closing the learning gap for students with deficits
Area of Critical Need 1	Reading growth in Grades 3-8
Root Cause 2	Using the Learning Continuum to plan instruction for small groups and Implementation of small group instruction with fidelity

Area of Critical Need 3	Attendance
Root Cause 3	Bad flu season, Bad weather days where over 3/4 students were absent

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
SQRP: National School Growth Percentile - Math (Grades 3-8) Overall National Growth had 0% growth. It was 53% 2018-19 and 53% in 2019-20. Male students growth was below 50% overall in Math growth.	Overall		58.00	63.00
	Male		48.00	55.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) This metric was chosen because reading growth decreased from 70% to 50%	Overall		27.00	30.00
	Male		53.00	60.00
Vision: Attendance Rate This metric was chosen because attendance decreased by about 1%. It was 94.5% in 2018-19 and 93.7% in 2019-20.	Overall		95.00	95.00
	Students with IEPs		95.00	95.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Organized					

Custom metrics (0% complete)

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

Strategy 1

If we do...	Provide teachers with professional development on MTSS expectations and progress monitoring to increase their capacity to use PSP to plan targeted Tier 2 and 3 instruction/interventions for students identified as off track based on NWEA and interim assessment data.
Then we see...	Student centered classrooms with evidence of tier 2 and tier 3 academic and SEL instruction/interventions, use of STEM-Engineering Design Process, progress monitoring and data discussion with students and parents
which leads to...	Increase teachers capacity to create a continuous cycle of improvement for MTSS implementation (understand MTSS and to make decisions to tier students based on criteria, analyze data to inform next steps for teaching and learning, progress monitor and increase students agency)
Budget Description	ESP position, Materials (instr. and software), Professional Development Consultants/vendors
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, MTSS: Shared Leadership, STE(A)M Schools: Institutional Capacity (SSS3)
Action steps	<ul style="list-style-type: none"> (Not started) Create and communicate Tilton's Tier 1, Tier 2 and Tier 3 expectations, supports and monitoring protocol Provide ongoing training and safe practice/use with the PSP <p>Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Shared Leadership</p> <ul style="list-style-type: none"> (Not started) Meet with MTSS team to update and Review MTSS Tiering Criteria/Menus of Intervention and communicate to staff, students and parents <p>Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Shared Leadership</p>

	<ul style="list-style-type: none"> • (Not started) Update and Communicate Tilton's MTSS Referral Protocol/Structure to ensure identification of off track and root cause analysis of why, use of PSP to plan tier 2 and 3 instruction/interventions Tags:MTSS: Curriculum & Instruction, MTSS: Shared Leadership • (Not started) Instructional staff provide high quality, standards-aligned, differentiated Tier 1 academic and SEL instruction that target the diverse need of every students (including DL and ELL) Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, OSEL: SEL Instruction, STE(A)M Schools: Instructional Approach (SSS4) • (Not started) Use NWEA assessment data to determine the need for tier 2 and tier 3 supports Tags:MTSS: Progress Monitoring • (Not started) Teachers progress monitor regularly to determine flexible groups and interventions needing adjustments Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring • (Not started) Establish regular communication with parents/guardian to build their knowledge of MTSS and how MTSS support their child academically and SEL (every 5 weeks). Tags:MTSS: Family and Community Engagement • (Not started) Use NWEA and Interim assessments to monitor implementation of intervention plans, student growth and to make adjustments as needed Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring
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Strategy 2

If we do...	engage teachers in ongoing inquiry on a bi-monthly basis to refine their differentiated instructional strategies to ensure effective implementation and monitoring of teaching and learning. their instructional skills providing teachers with the differentiated instructional strategies necessary to ensure student's individual and academic growth shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. engage in ongoing inquiry on a bi-monthly basis for improvement that uses questions that focus on timely and relevant current data
Then we see...	highly qualified teachers using their finely honed skills to deliver lessons that challenge student's thinking, use questioning and discussion techniques that encourage student engagement as outlined by the STEM Integration Rubric with a highlight on utilizing Habits of Mind

which leads to...	a classroom environment conducive to optimal learning of all students, thus resulting in the emergence of highly motivated, proactive, and self-directed learners increasing school-wide target growth percentile scores on the NWEA for students in 3rd through 8th grade(reading target growth from 51% to 58% and math target growth from 53% to 60%).
Budget Description	Professional Development Consultants/vendors Materials (instr. and software) ESP position
Tags	Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning. Tags:Science: Rigorous Tasks, Math: Rigorous Tasks (Not started) Accountability expectations align with critical components and goals for high-quality STEM education Tags:Science: Rigorous Tasks, STE(A)M Schools: STE(A)M Career Pathways (SSS6), Math: Rigorous Tasks (Not started) Provide evidence of understanding, through analyzing student work and assessments. Use evidence to differentiate work to provide all students with rigorous instruction. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning (Not started) Use authentic/performance-based assessments to gauge learning and mastery. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 3

If we do...	If we deliver grade-level CCSS based instruction using cognitively demanding tasks
Then we see...	All students becoming independent critical thinkers and master CCSS grade level core content knowledge and skills
which leads to...	Student attainment in ELA increasing from the 50th percentile to the 55th percentile and student attainment in Math increasing from the 53rd percentile to the 60th percentile.

Budget Description	Human resources needed- ILT team, Teacher Team Leads/Members and a calendar outlining dates of continuous improvement cycles and monitoring dates, Professional Development.
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Science: Rigorous Tasks, STE(A)M Schools: Instructional Approach (SSS4), Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <p>• (Not started) Monitor teacher plans weekly and provide feedback (using lesson plan feedback monitoring tool) to ensure that lessons are purposeful in alignment with the Common Core State Standards and Next Generation of Science Standards according to the district's Scope and Sequence.</p> <p>Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Math: Rigorous Tasks</p> <p>• (Not started) Analyze student work using a student work protocol tool for higher-order thinking skills in ILT meetings and grade-level/ Teacher Team meetings using DOK Matrixes in ELA and Math.</p> <p>Tags:Instruction, Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</p> <p>• (Not started) Differentiation of instruction according the identified academic needs of students as reflected by formative assessment and summative data, so as to plan for targeted explicit instruction as reflected by scheduled small group instruction during ELA and Math.</p> <p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks</p> <p>• (Not started) With the support of the school's ILT, our teachers and administrators will identify and create intervention plans for students struggling in reading and math. We will use the learning continuum analysis to provide remediation through additional practice, pull out programs, after school support and computer based adaptive programs.</p> <p>Tags:Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Formative Assessment, Math: Equitable Access</p> <p>• (Not started) Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning</p> <p>Tags:STE(A)M Schools: Instructional Approach (SSS4)</p>

Action Plan

Strategy 1

Create and communicate Tilton's Tier 1, Tier 2 and Tier 3 expectations, supports and monitoring protocol Provide ongoing training and safe practice/use with the PSP

Sep 08, 2020 to Jun 18, 2021 - MTSS Lead ILT Admin Team

Meet with MTSS team to update and Review MTSS Tiering Criteria/Menus of Intervention and communicate to staff, students and parents

Aug 03, 2020 to Oct 02, 2020 - MTSS Lead ILT Admin Team

Update and Communicate Tilton's MTSS Referral Protocol/Structure to ensure identification of off track and root cause analysis of why, use of PSP to plan tier 2 and 3 instruction/interventions

Aug 03, 2020 to Aug 21, 2020 - Admin Team MTSS Lead

Instructional staff provide high quality, standards-aligned, differentiated Tier 1 academic and SEL instruction that target the diverse need of every students (including DL and ELL)

Aug 31, 2020 to Jun 18, 2021 - Teachers

Use NWEA assessment data to determine the need for tier 2 and tier 3 supports

Aug 31, 2020 to Jun 18, 2021 - MTSS Team Teachers

Teachers progress monitor regularly to determine flexible groups and interventions needing adjustments

Sep 07, 2020 to Jun 18, 2021 - Teachers ILT

Establish regular communication with parents/guardian to build their knowledge of MTSS and how MTSS support their child academically and SEL (every 5 weeks).

Sep 07, 2020 to Jun 18, 2021 - Admin Team MTSS Lead Teachers

Use NWEA and Interim assessments to monitor implementation of intervention plans, student growth and to make adjustments as needed

Sep 07, 2020 to Jun 18, 2021 - Admin Team MTSS Lead 2nd-8th Teachers

Strategy 2

Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning.

Sep 01, 2020 to Jun 24, 2021 - Teachers

Accountability expectations align with critical components and goals for high-quality STEM education

Sep 01, 2020 to Jun 24, 2021 - STEM Coach Teachers

Provide evidence of understanding, through analyzing student work and assessments. Use evidence to differentiate work to provide all students with rigorous instruction.

Sep 01, 2020 to Jun 24, 2021 - Teachers ILT Team Administration

Use authentic/performance-based assessments to gauge learning and mastery.

Sep 01, 2020 to Jun 24, 2021 - Teachers ILT Team Administration

Strategy 3

Monitor teacher plans weekly and provide feedback (using lesson plan feedback monitoring tool) to ensure that lessons are purposeful in alignment with the Common Core State Standards and Next Generation of Science Standards according to the district's Scope and Sequence.

Sep 01, 2020 to Jun 24, 2021 - Administration ILT Team

Analyze student work using a student work protocol tool for higher-order thinking skills in ILT meetings and grade-level/ Teacher Team meetings using DOK Matrixes in ELA and Math.

Sep 01, 2020 to Jun 24, 2021 - Administration ILT Team Teacher Team Leads

Differentiation of instruction according the identified academic needs of students as reflected by formative assessment and summative data, so as to plan for targeted explicit instruction as reflected by scheduled small group instruction during ELA and Math.

Sep 01, 2020 to Jun 24, 2021 - Administration Teacher Team Leads

With the support of the school's ILT, our teachers and administrators will identify and create intervention plans for students struggling in reading and math. We will use the learning continuum analysis to provide remediation through additional practice, pull out programs, after school support and computer based adaptive programs.

Oct 05, 2020 to May 28, 2021 - Administration ILT Team

Provide lessons that use problem-solving in context to promote understanding of mathematical CCSS state standards. The lessons should align with and integrate the Math, Science and Engineering Practices and serve as guideposts for learning

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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.

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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.

Tilton will use the district assessments

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

Small group instruction
After school program
Differentiated instruction

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.

Students will participate in Small Group Instruction
Teachers will provide differentiated Instruction
Students will participate in online programs for remediation and enrichment (Edgenuity, IXL, Razz Kids, etc)

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).

Mediator Program
STEM activities

Small Group Instruction
Differentiated Instruction
Reading and Math Block Schedules

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

Tilton use the CPS Taleo system to attract high-quality and highly-qualified teachers.

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.

Tilton School Community will host and attend high quality workshops to meet the needs of Tilton School Community to increase student's achievement.

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

Tilton will develop a Family Engagement Committee that will include staff and other community members to increase parent involvement.
PAC will survey parents to see interest.
Parents will host parents workshops
Parents will complete parent volunteer drive to get parents signed up as volunteers
Parents will be asked to participate in learning activities in classrooms

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.

Pre-K Curriculum will align with standards in preparation for Kindergarten
Pre-K and Kindergarten vertical planning
Pre-K visit Kindergarten classroom

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.

ILT Team meet biweekly to develop action items to improve teaching and learning through analyzing Interim Assessments, BOY, MOY and EOY assessment
Grade Band Teams meetings to biweekly to discuss data from various assessments (Interim Assessments, BOY, MOY and EOY assessment, etc.) to improve teaching and learning
Teachers use assessment data to plan next steps

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.

Students will engage in supplemental programs (Edgenuity, IXL, Measure Up Live, etc.)
Students will engage in Small group instruction
Teachers will provide differentiated work for all students

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.

Tilton's PAC will meet monthly to plan and support families with nutrition, housing programs, adult education, job training, etc.

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.

Our mission is to provide all students with a successful educational experiences so that they acquire the necessary skills to become college and career ready with a focus on Science, Technology, Engineering and Mathematics. We will meet monthly to work in partnership with our parents to provides services to our students to help them become productive members of society.

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

The Parent Annual Meeting will be held at Tilton STEM in September 2020 and the Parent Organizational Meeting will be held in September 2020 in the Parent Room (114).

A Back to School Open House will be held as well. Parent-conferences will be held in September for Benchmark Grades 3rd, 6th, and 8th, to discuss promotion requirements. In November and April teacher-parent conferences will be conducted at report card pickup. Teachers, administration, and parents will participate in ongoing conferences to discuss the academic progress and individual students on an ongoing basis

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

Parents may request meetings with staff members. Parent-teacher conferences will occur before/after school as scheduled by the teacher and during a teachers' Prep period (as scheduled by the teacher) . Administration will ensure that teachers are available for additionally meetings as necessary to build a strong partnership with parents

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will be provided with their child's performance on the State assessment in at least math, language arts and reading at the 1st quarter Report Card Pickup. A copy of the the report will be distributed along with the report cards.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Administration will send a letter to parents when their child has been assigned to, or taught by a teacher who is not "high qualified". The letter will given to the student and a copy sent by mailed

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

Parent will be encouraged to go online to apply to become a parent volunteer. Parents are welcomed to volunteer in their children classrooms. Parents can participate in school field trips by indicating they are available on the trip permission forms. They can observe and provide support to their children in the classroom.

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

Tilton will provide parents with information, resources, materials and training by providing a variety of workshops, parents meetings, and partnering with our

NCLB parent group to bring in outside presenters. Our staff will work with individuals parents to provide resources unique to their child(ren)'s needs.

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

Our staff and security team members will participate in workshops and training to enhance the knowledge of the outstanding contributions parents can bring to educational process and participate in training on how to communicate with parents more effectively. Tilton staff are committed to obtaining skills to enhance our ability to meet the needs of our students and community. Staff members will participate in professional throughout the summer and school year.

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

Our school will work diligently to meet the needs of students in Early Childhood and Early Reading Programs. Our staff will work in ensure the programs are implemented with a high standard of excellence. Staff members will participate in staff development throughout the summer and school year in order to meet the needs of students. Activities will be created to increase parent participation in the program.

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

Tilton will provide parents with information, resources, materials and parent programs are sent to parents in written format at the same time. As needed the information will be provided in native language of parents.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Our mission is to provide all students with successful educational experiences so that they acquire the necessary skills to become college and career ready with a focus on Science, Technology, Engineering and Mathematics. We will work in partnership with our parents to provides services to our students to help them become productive members of society

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

A Back to School Open House will be held in September. Parent-conferences will be held in September for Benchmark Grades 3rd, 6th, and 8th, to discuss promotion requirements. In November and April teacher-parent conferences will be conducted at report card pickup. Teachers, administration, and parents will participate in ongoing conferences to discuss the academic and social progress as needed.

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

Parents will receive Progress reports during the 5th, 15th, 25th, and 35th weeks of school and Report Cards on a quarterly basis. Teachers and administration will arrange conferences with parents to discuss students' at risk of failing more frequently. This will accomplish via written notification as well as by phone conferences. In addition to having individual parent, teacher, student, and administrative conferences

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

Parents may request meetings with staff members. Parent-teacher conferences will occur at a variety at time including: during teachers' prep period (as scheduled by the teacher), and during other time periods. Administration will ensure that teachers are available for additional meetings as necessary to build a strong partnership with parents.

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

Parent will be encouraged to go online to apply to become a parent volunteer. Parents are welcomed to volunteer in their children classrooms. Parents can participate in school field trips by indicating they are available on the trip permission forms. They can observe and provide support to their children in the classroom.

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

Parents will support their children's learning by ensuring students come to school daily, prepared to learn, monitoring the completion of their homework, signing their children up for after school tutoring, and making sure their children attend the tutoring programs. Parents will also support their children's learning by attending parent-teacher conferences and other meeting required to advance the academic achievement of their children.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents will participate in decision relating to the education of their children by attending the monthly LSC meetings and NCLB parent group meetings. Parents will participate in meetings regarding the progress of their students with teachers and administration to determine what additional steps are required to meet their children's needs.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will share in their academic achievement by having good attendance, following school rules, coming to school prepared to learn, and by completing all assignments. They will also become self-advocates and request assistance to improve their understanding of all academic subjects.

Parent Budget (Complete)

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

Tilton's PAC goals are to increase parent participation and engage parents in workshops/activities to increase their knowledge and give them strategies to increase their child's achievement and social/emotional learning. Parents will receive training in reading and math strategies, social/emotional strategies and nutrition.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$720.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$550.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$801.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel 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.	\$0.00
54565	Reimbursements 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
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00