**Talman Elementary School**

Midway Elementary Network

5450 S Talman Ave Chicago, IL 60632

ISBE ID: 150162990252926

School ID: 610249

Oracle ID: 26781
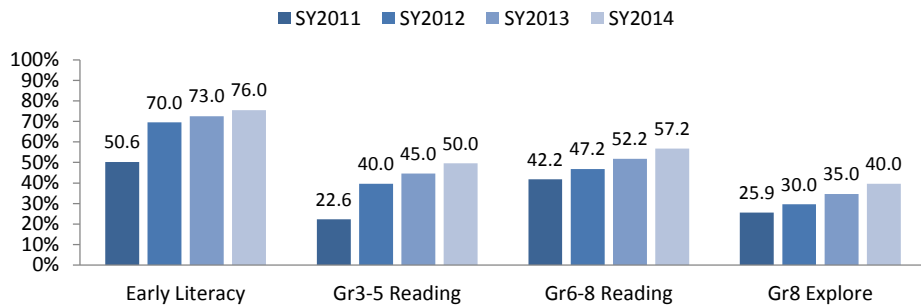
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## Mission Statement

The Talman Mission is to become a community school that models high academic standards through real-life, hands-on experiences.  These experiences support the development of literacy, higher-order thinking skills, and an appreciation for world and life views that empower all students, including English Language Learners and those with special needs, to be life-long learners.  By supporting students in taking an active role in their education, and establishing college and career goals, we enable them to become constructive, contributing members of society.
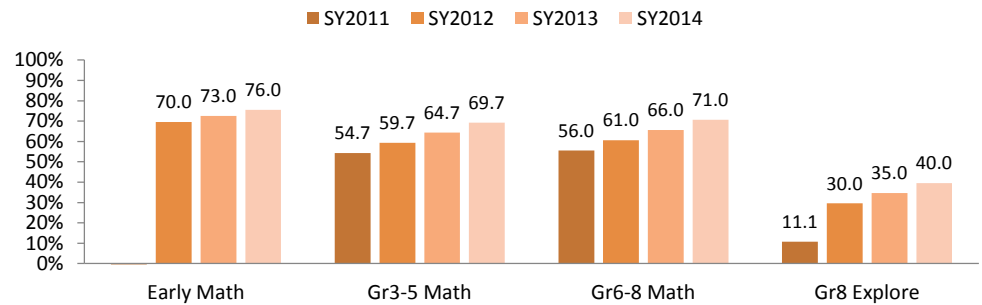
## Strategic Priorities

1. All students will read at grade level as a result of a rigorously delivered curriculum differentiated to meet the needs of all students.

2. All students will be proficient in Math as a result of rigorously delivered curriculum differentiated to meet the needs of all students.

3. All students will be proficient in Writing as a result of rigorously delivered curriculum differentiated to meet the needs of all students.

4. More parents and community members will become active partners in their children's education.

## School Performance Goals

### Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|---|---|---|---|---|
| Early Literacy | 50.6 | 70.0 | 73.0 | 76.0 |
| Gr3-5 Reading | 22.6 | 40.0 | 45.0 | 50.0 |
| Gr6-8 Reading | 42.2 | 47.2 | 52.2 | 57.2 |
| Gr8 Explore | 25.9 | 30.0 | 35.0 | 40.0 |

### Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

| Category | SY2011 | SY2012 | SY2013 | SY2014 |
|---|---|---|---|---|
| Early Math | | 70.0 | 73.0 | 76.0 |
| Gr3-5 Math | 54.7 | 59.7 | 64.7 | 69.7 |
| Gr6-8 Math | 56.0 | 61.0 | 66.0 | 71.0 |
| Gr8 Explore | 11.1 | 30.0 | 35.0 | 40.0 |

# Continuous Improvement Work Plan
## 2012 - 2014

**CIWP**

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## Overview

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

## School Name

| To get started, please select your school's name from the drop down list: | Talman Elementary School |
|---|---|

## Developing a CIWP Team

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

## CIWP Team

| Name (Print) | Title/Relationship |
|---|---|
| Jacqueline Medina | Principal |
| Maricela Valles | Assistant Principal |
| Theresa O'Rourke | Classroom Teacher |
| Isabel Zambrano | Classroom Teacher |
| Mirna Guzman | LSC Member |
| Magdalys Torres | LSC Member |
| Laura Litton | Lead/ Resource Teacher |
| Baldemar Rodriguez | ELL Teacher |
| Jesus Flores | Support Staff |
| Maribel Ortega | Special Education Faculty |
| Haydee Diaz | Support Staff |
| All Staff | Other |

# CIWP

**2012-2014 Continuous Improvement Work Plan**

**Talman Elementary School**

CHICAGO PUBLIC SCHOOLS | CPS

## Elementary Goal Setting

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

## Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|---|
| **Early Literacy** % of students at Benchmark on DIBELS, IDEL | 50.6 | 70.0 | 73.0 | 76.0 | | **Early Math** % of students at Benchmark on mClass | NDA | 70.0 | 73.0 | 76.0 |

| 3rd - 5th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 22.6 | 40.0 | 45.0 | 50.0 | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 54.7 | 59.7 | 64.7 | 69.7 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 71.6 | 74.6 | 77.6 | 80.6 | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 75.0 | 78.0 | 81.0 | 84.0 |

| 6th - 8th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 42.2 | 47.2 | 52.2 | 57.2 | | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 56.0 | 61.0 | 66.0 | 71.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 62.8 | 65.8 | 68.8 | 71.8 | | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 76.7 | 79.7 | 82.7 | 85.7 |

| 8th Grade | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Explore - Reading** % of students at college readiness benchmark | 25.9 | 30.0 | 35.0 | 40.0 | | **Explore - Math** % of students at college readiness benchmark | 11.1 | 30.0 | 35.0 | 40.0 |

## Elementary Goal Setting

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

# Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** Average daily attendance rate | 96.2 | 96.5 | 96.8 | 97.1 | **Misconducts** Rate of Misconducts (any) per 100 | 9.2 | 8.2 | 7.2 | 6.2 |

# State Assessment

| All Grades % Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | All Grades % Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|---|
| **ISAT - Reading** % of students meeting or exceeding state standards | 76.7 | 92.5 | 93.0 | 93.5 | | **ISAT - Reading** % of students exceeding state standards | 16.5 | 30.0 | 33.0 | 36.0 |
| **ISAT - Mathematics** % of students meeting or exceeding state standards | 90.3 | 92.5 | 93.0 | 93.5 | | **ISAT - Mathematics** % of students exceeding state standards | 27.3 | 35.0 | 38.0 | 41.0 |
| **ISAT - Science** % of students meeting or exceeding state standards | 84.2 | 92.5 | 93.0 | 93.5 | | **ISAT - Science** % of students exceeding state standards | 24.6 | 35.0 | 38.0 | 41.0 |

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 1:Leadership** | **Goals and theory of action** ---------------------------------------------------------------------------------> | | | **4** |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.<br>• The school has a plan but may have too many competing priorities. | • The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.<br>• The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | Talman has established school-wide goals, individual goals, and grade-level goals. There are several leadership teams that are involved in reviewing student performance, setting student performance goals, amd making decisions to move the school forward. Students keep all of their data in binders that are reviewed regularly throughout the year with teachers and parents. Also, there are posters displaying school-wide goals in each classroom and in the hallways. These posters are referenced by all staff members. The leadership support team members meet and check in with ELL, SPED, and students in need of academic intervention to establish goals and monitor progress. | |
| | **Principal Leadership** ---------------------------------------------------------------------------------> | | | **4** |
| | • Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.<br>• Principal monitors instructional practice for teacher evaluations.<br>• School-wide or class specific vision is not consistently focused on college and career readiness..<br>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | • Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership<br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.<br>• Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.<br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | The principal leads the school community in constantly reflecting on what's working and what's not working in developing and supporting a rigorous college-oriented environment. The principal serves as the instructional leader by leading the school community in reviewing data, sharing and implementing best practices, conducting formal and informal observations, providing written and oral feedback, modeling lessons and coaching students, staff, and parents of general education, SPED, ELL, and students in need of academic intervention. The principal works at creating a collaborative environment by welcoming members of the school community to partcipate in meetings, workshops, and in volunteering in the school. The principal frequently requests input through parent surveys and data gathered in meetings, and responds to the school communty's suggestions. The principal differentiates professional development and support to students and families based on their needs. | |

Date Stamp November 22, 2012

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Teacher Leadership* | -------------------------------------------------------------------------------------> | | **4** |
| • A core group of teachers performs nearly all leadership duties in the school.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | All staff members are part of various teams: RtI team, SIPAAA/CIWP team, Leadership team, data team, etc.. All teachers participate in leadership teams (language arts, mathematics, etc.). Teachers are formally involved in analyzing data every other week to inform their instruction. Teachers provide input to develop schedules. They coordinate school-wide activities and committees, like student government, service learning, literacy night, science fair, talent show, mariachi music group, etc. The teachers share strategies amongst themselves, and often model best teaching practices for their colleagues. Many teachers have also made formal presentations about how they deliver their curriculum. Several teachers have met with Mr. Brizard. Teachers provide their input in school initiatives, offering their feedback on study guides, anchor charts, and remediation plans. All teachers act as mentors for the various student teachers and student observers that are in the building. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instructional Leadership Team (ILT)* | -------------------------------------------------------------------------------------> | | **4** |
| • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• The ILT organizes some whole staff professional development activities.  Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• ILT analyzes student test data if new data is available. | • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.<br>• The ILT leads the  work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | A variety of support staff members are part of the Instructional Leadership Team. They facilitate professional development, school-wide assessment and progress monitoring, and each person on the Instructional Leadership Team coordinates responsibilities with all of the other members. The Instructional Leadership Team meets weekly and reviews data (assessment, attendance, GradeBook, lesson plans, etc.) as a priority. The Instructional Leadership Team facilitates communication in various ways: staff bulletin, parent weekly letter, parent quarterly newsletter, electronic mail, etc. Members of the ILT review safety concerns and day-to-day operations to continuously improve them, such as how to answer the phones and make announcements. | |
| *Monitoring and adjusting* | -------------------------------------------------------------------------------------> | | **4** |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available.  Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | The school engages students, staff, parents, and community members in analyzing data and establishing goals and priorities. Talman staff members meet weekly to monitor progress and data and make changes to goals, priorities, and next steps as necessary. Talman has developed school-wide systems and procedures for supporting instructional programs and school culture. For example, Talman has a central site for all lesson plans and curriculum maps for teachers to reference, a school-wide RtI process involving college tutors to progress monitor and deliver interventions, systems and | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | *Curriculum* -------------------------------------------------------------------------------> | | | **3** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• Short- and long-term plans do not consistently differentiate by learner need. | • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.<br>• Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | Talman staff mapped out Common Core Standards to be taught by quarter. They developed Common Core Assessments to be administered for the second, third, and fourth quarter. Talman staff members are currently beginning to develop performance assessments. Each teacher has created a curriculum map for the entire year, small group lesson plans for literacy and math content areas, all based on Common Core Standards. Talman staff is beginning to implement novel sets, novel studies, and literature circles. | |
| | *Instructional materials* -------------------------------------------------------------------------------> | | | **4** |
| | • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.<br>• Instructional materials support a general curriculum with little differentiation for student learning need. | • Each grade level or course team has a set of instructional materials that are aligned with standards.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | Talman has differentiated materials for reading and math aligned to Common Core State Standards. Talman staff members supplement the social studies, science, and writing curriculums to address Common Core Standards and differentiation. Teachers create extra curricular materials for their ELL students, as well as to deliver assessment preparation for ISAT and EXPLORE assessments. Talman staff members ensure that they have integrated technology into their instructional materials, as well as utilize leveled readers, non-fiction materials, and create materials to use in after-school tutoring | |

**Reading Materials Survey:** In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| ***Assessment*** | --------------------------------------------------------------------------------------------> | | **4** |
| • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.<br>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• Most assessments are designed to be identical for all students, without accommodation for learner need. | • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.<br>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.<br>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | The data coach disseminates school-wide data to students, teachers, parents, and community partners after each testing window. Every grade level uses comprehensive assessments weekly, formative, and summative. Students that are in the intensive category or below targets on DIBELS/IDEL/mCLASS Math are progress monitored weekly using DIBELS/IDEL/mCLASS math assessments. Accommodations and modifications have been implemented in reading, math, and content areas for ELLs and special education students. Talman school utilizes electronic, adaptive assessments in addition to traditional paper-and-pencil assessments. Also, each of the students take placement exams to determine their skill and ability level in reading, mathematics, and spelling. These results are tracked school-wide through easyCBM to identify RtI students and measure progress. Also, each of the teachers develops their own Common Core Assessment, aligned to the Common Core Standards, to administer twice a quarter. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instruction* | ------------------------------------------------------------------------------------------> | | **3** |
| • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• Formative assessment during instruction is used occasionally or inconsistently between teachers. | • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | Talman teachers clearly state objectives and the purpose for learning. They use a variety of types of questions from literal to inferential. Talman staff members use a balanced approach in their instruction, including modeling, guided, shared, and independent practice. Talman teachers build background knowledge in order to scaffold instruction for ELLs and special education students using instructional materials at students' independent and instructional levels. Talman staff members integrate the use of data to develop lessons and monitor progress. They set clear, focused objectives that are visible to all students and visitors throughout the classroom. Also, Talman teachers create bellringers and closing activities to introduce and provide closure on each learning topic. | |

Date Stamp November 22, 2012

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **_Intervention_** | -------------------------------------------------------------------------------------------> | | **4** |
| • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.<br>• Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | The Talman Leadership Support team implements an intervention screening and progress monitoring system to support students needs through academic interventions. Talman staff integrates a school-wide literacy and math intervention program to support students below grade level, which utilize Burst:Reading, easyCBM, DIBELS/IDEL/mCLASS Math, Words Their Way, Wilson Reading System, etc. Talman teachers and staff members use a variety of intervention materials and software to address the academic needs of students who are below grade level. Talman staff members help to integrate consistent progress monitoring tools (DIBELS/IDEL, BURST:reading, etc.). | |
| **_Whole staff professional development_** | --------------------------------------------------------------------------------> | | **3** |
| • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• Quality, effectiveness or relevance of professional development is not monitored. | • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | Talman has a clear focus implementing Common Core State Standards and using data to inform instruction, assessment, and homework during professional development. Talman staff members complete consistent surveys to assess professional devleopment needs monthly. Talman staff members assess professional development needs during weekly staff meetings, as well, both formally and informally. | |

*Professional Learning* (vertical label)

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 3:** | *Grade-level and/or course teams* | ------------------------------------------------------------------------------> | | **3** |
| | • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.<br>• There are meeting agendas, but no clear protocols or norms for discussion. | • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | Talman teachers collaborate within and across grade cycles. The teachers share ideas and best practices with colleagues. They submit quarterly and weekly lesson plans aligned to Common Core Standards to a shared site for all staff members to access. Talman teachers develop grade level assessments aligned to Common Core Standards and support other teachers across grade levels. | |
| | *Instructional coaching* | ------------------------------------------------------------------------------> | | **3** |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. | • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | Talman utilizes an informal coaching plan whereby teachers identify their own strengths and areas of growth and check in informally with different teachers quarterly. The principal is constantly going into different teachers' rooms in order to help them with different parts of their instruction and delivery. Talman teachers engage in peer coaching, stemming from peer observations. Several Talman teachers have visited other schools in order to gain best practices from other teachers, and have brought the information back to share with their peers. Cross-school networking also exists, and collaboration among all teachers helps to train them in different areas. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 4:Climate and Culture** | ***High expectations & College-going culture*** | ------------------------------------------------------------------------------------> | | **4** |
| | • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | Talman Elementary School has a vision and mission, which includes high expectations and a focus on college. Short-term and long-term goal setting is a requirement of staff and students. Each member of the school community focuses on the EXPLORE, note taking, and organization to prepare students for high school, college, and beyond. Talman has a college-bound environment (college banners, logos, mottos, etc). | |
| | ***Relationships*** | ------------------------------------------------------------------------------------> | | **3** |
| | • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• Student home language and culture is often overlooked. | • All students have an adult advocate who cares about them deeply and supports them in achieving their goals<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | Support staff is aligned with classrooms in order to provide academic, social, and emotional support to students as needed. Talman Elementary is beginning to implement an advisory focus in grades five to eight, which focuses on social-emotional knowledge and health. Staff members provide self-esteem and identity workshops to promote positive self-image and developing positive relationships with others. Several teachers have parades throughout the year to celebrate the culture and diversity of their students. Most staff members develop several cultural units in order to expose students to many different countries and cultures. | |
| | ***Behavior& Safety*** | ------------------------------------------------------------------------------------> | | **4** |
| | • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• School environment occasionally leads to situations un-conducive to learning. | • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.<br>• Staff establishes and maintains a safe, welcoming school environment. | A school-wide incentive and discipline protocol exists at Talman. A weekly incentive provides motivation for students to succeed in their classrooms. A shared ownership of student behavior exists between all teachers in each grade level. The "Talman Way" of teamwork, shared accountability, respect, discipline, hard work, etc., is a common focus of all staff members ) | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **Expectations** | | -----------------------------------------------------------------------------------> | **4** |
| • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• Families can learn about the transition process if they reach out to the school for information. | • Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.<br>• Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | Families are provided with data throughout the year, at each report card pick-up, and after each benchmark assessment window. Talman staff members meet with students on a quarterly basis to review goals, data, and aspirations. Students then review this information with their parents. Talman staff members provide parent workshops for how to review data. Teachers provide quarterly syllabi that explain all the skills that will be taught throughout that quarter. Teachers also provide weekly newsletters with all of the vocabulary and homework assignments that students will be expected to complete during that week. All Talman staff is focused on encouraging students to get connections and go to the high school of their choice. The staff has been trained on how to find schools based on their current address and any time parents come in for | |
| **Ongoing communication** | | --------------------------------------------------------------------------------> | **4** |
| • Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | • Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | Every week, the leadership support team implements a variety of strategies including sending home parent weekly reminders, parent notes, monthly calendars, surveys, etc. Some teachers also give their email or cell phone numbers to parents to be available. Students and parents participate in texting teachers after school hours to ask about questions with homework or any assignments. As a small school, each teacher knows almost every single family because of | |
| **Bonding** | | --------------------------------------------------------------------------------> | **4** |
| • The school has a business-like atmosphere.<br>• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | • The school establishes and non-threatening, welcoming environment.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | The school staff is trained on building a welcoming environment as the "Talman Way" where everyone is respected. The principal employs an open-door policy where everyone is invited to speak with her if they have a problem. Often, the principal and assistant principal can be overheard saying, "Thank you for telling us about this problem." All feedback is taken into consideration and acted upon. There is a reading fair, parent science fair, and several student performances  during the year to encourage parents to come to Talman. | |

*DIMENSION 5: Family and Community Engagement*

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| ***Specialized support*** | -----------------------------------------------------------------------------------------------------------------------------------> | | **4** |
| • School provides required services to students within the school building/typical school hours. | • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | Staff members are in constant communication with SASS, Ada S. McKinley, and attempt to find counseling services for families that need it. The counselor meets with students who need her services. Staff members host student and parent workshops to discuss student social-emotional needs. Staff members complete home visits as needed throughout the year. | |
| ***College & Career Exploration and election*** | -----------------------------------------------------------------------------------------------------------------------------------> | | **3** |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | Talman middle school students have visited several colleges, and plan to continue to do so as part of the advisory curriculum in the future. | |
| ***Academic Planning*** | -----------------------------------------------------------------------------------------------------------------------------------> | | **4** |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• The school encourages high performing students to plan on taking advanced courses. | • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | For all middle school students who are exposed to study skills, college and career aspirations are created. Talman staff encourages all high performing students to take advanced placement classes. 7th and 8th grade students are exposed to Algebra, both in their math classes and after school. | |
| ***Enrichment & Extracurricular Engagement*** | -----------------------------------------------------------------------------------------------------------------------------------> | | **4** |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | Talman staff provides tutoring, student government to engage students in leadership, service learning, which nurtures talents and increases student engagement. Talman also offers sports, dance, mariachi, Girls on Track, which builds on self-esteem and physical | |

**N 6: College and Career Readiness Supports**

# School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSIO** | ***College & Career Assessments*** | -------------------------------------------------------------------------------------> | | **3** |
| | • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | Talman administers the EXPLORE to both 7th and 8th grade students as well as several practice tests. | |
| | ***College & Career Admissions and Affordability*** | -------------------------------------------------------------------------------------> | | |
| | • Students in 11th and 12th grade are provided information on college options , costs and financial aid. | • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | Talman Elementary middle school students are provided with information on College, High School, and Scholarship options. The leadership team focuses on eliminating excuses for not attending college. The staff provides ELLs and SPED students with specific note-taking and test-taking to help them be successful. | |
| | ***Transitions*** | -------------------------------------------------------------------------------------> | | **4** |
| | • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (HS only)  The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | The school works to ensure effective transitions at each benchmark. PreK students are assessed with Kindergarten assessments. This data is shared with parents throughout the school year. The benchmark grade meetings are held with parents to ensure that they are familiar with benchmark requirements. Other families are told about benchmark information so that when their students reach those grades, they are ready. School-wide letters are distributed three times a year. Meetings are held with all of the 8th grade parents to tell them about high school transitioning procedures. | |

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 7: Resource Alignment** | ***Use of Discretionary Resources*** ---------------------------------------------------------------------------------> | | | **4** |
| | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | Talman is constantly seeking and receiving grants (service learning, UIC PreK, iPad, Double Matching Library Grant, etc.). Through identifying reading as an area of need in our primary grades and among all ELL students, Talman utilizes its discretionary funds to purchase college tutors and differentiated materials. Talman Elementary is strategically using funding to split positions and utility resources. | |
| | ***Building a Team*** ---------------------------------------------------------------------------------> | | | **4** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | People are hired based on Talman school priorities and seek out opportunities that buy into the "Talman Way." Talman hires college tutors, seeks out partnerships with universities to get student teachers and student observers. In an interview process, the principal includes all staff members and has the person being interviewed demonstrate lessons to ensure that they will be a good fit at Talman. | |
| | ***Use of Time*** ---------------------------------------------------------------------------------> | | | |
| | • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | • School designs a "right fit" schedule based on student needs and school-wide growth goals.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks.<br><br>Date Stamp November 22, 2012 | Talman constantly examines and updates schedules in order to make them better. All schedules are written with student needs in mind and school-wide growth goals. The special education schedules are the first schedules completed, in an effort to identify special education as an area of growth. Weekly grade cycle meetings are facilitated by instructional leadership team and teachers, and focus on increasing student acheivement. All schedules include RtI, so that college tutors can provide interventions to struggling students in reading and math. Schedules are made, both for exceeding and | |

## Mission & Strategic Priorities

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

## Mission Statement

The Talman Mission is to become a community school that models high academic standards through real-life, hands-on experiences.  These experiences support the development of literacy, higher-order thinking skills, and an appreciation for world and life views that empower all students, including English Language Learners and those with special needs, to be life-long learners.  By supporting students in taking an active role in their education, and establishing college and career goals, we enable them to become constructive, contributing members of society.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | All students will read at grade level as a result of a rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2011 ISAT Reading Exceeding Results, only 16.5% of our students exceeded in Reading. Also, according to the 2011 DIBELS Results, only 50.6% of our students met benchmark levels in DIBELS. We recognize that to be prepared to exceed on the ISAT in third grade, students must have foundational literacy skills. Therefore, increasing the amount of students who are at benchmark levels on DIBELS/IDEL assessments, and who are exceeding on the ISAT Reading assessment is our priority. ELLs and SPED students will receive interventions to help them achieve growth in reading. |
| 2 | All students will be proficient in Math as a result of rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2011 ISAT Math Exceeding Results, only 27.3% of our students exceeded in Math. We did not have results from 2011 for mCLASS Math, but we recognize that to be prepared to exceed on ISAT in third grade, students must have foundational mathematical skills. Therefore, increasing the amount of students who are at benchmark levels on mCLASS Math assessments, and who are exceeding on the ISAT Math assessment is our priority. ELLs and SPED students will receive interventions to help them achieve growth in math. |
| 3 | All students will be proficient in Writing as a result of rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2012 District Wide Writing Assessment Results, only 32.1% of our students met the benchmark standards in Writing. We recognize that students must be excellent writers to succeed in all content areas, and to be college and career ready. Therefore, increasing the amount of students who are at benchmark levels on the District Wide Writing Assessment is our priority. ELLs and SPED students will receive interventions to help them achieve growth in writing. |

| | | |
|---|---|---|
| 4 | More parents and community members will become active partners in their children's education. | Currently, our Volunteer Sign In Logs show that there are 20 parent-volunteers in our school every day. Also, the parental contact as identified by the Illinois School Report Card 2011 for Talman Elementary reports that 70.5% of our students' parents attend parent-teacher conferences, visit the school, receive home visits, have telephone conversations, and reply to written correspondences. We believe that increasing that number can lead to increases in our students' performance and well-being. Therefore, increasing the amount of parental contact and parent volunteers is our priority. |
| 5 | Optional | |

## Strategic Priority 1

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

| Strategic Priority Description | Rationale |
|---|---|
| All students will read at grade level as a result of a rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2011 ISAT Reading Exceeding Results, only 16.5% of our students exceeded in Reading. Also, according to the 2011 DIBELS Results, only 50.6% of our students met benchmark levels in DIBELS. We recognize that to be prepared to exceed on the ISAT in third grade, students must have foundational literacy skills. Therefore, increasing the amount of students who are at benchmark levels on DIBELS/IDEL assessments, and |

## Action Plan                                                                                         Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| 100% of students will complete Fall NWEA and DIBELS/IDEL assessment in order to identify the students' reading level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 1 | Quarter 1 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/DIBELS/IDEL data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/DIBELS skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 1 | Quarter 1 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |

## Strategic Priority 1

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| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |
| 100% of students will complete Winter NWEA and DIBELS/IDEL assessment in order to identify the students' reading level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 2 | Quarter 2 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/DIBELS/IDEL data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/DIBELS skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 2 | Quarter 2 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |

## Strategic Priority 1

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| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |
| 100% of students will complete Spring NWEA and DIBELS/IDEL assessment in order to identify the students' reading level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 3 | Quarter 3 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/DIBELS/IDEL data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/DIBELS skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 3 | Quarter 3 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |

**2012-2014 Continuous Improvement Work Plan**

**Talman Elementary School**

CHICAGO PUBLIC SCHOOLS | CPS

## Strategic Priority 1

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |
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Date Stamp November 22, 2012

## Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|---|---|
| All students will be proficient in Math as a result of rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2011 ISAT Math Exceeding Results, only 27.3% of our students exceeded in Math. We did not have results from 2011 for mCLASS Math, but we recognize that to be prepared to exceed on ISAT in third grade, students must have foundational mathematical skills. Therefore, increasing the amount of students who are at benchmark levels on mCLASS Math assessments, and who are exceeding on the ISAT Math assessment is our |

## Action Plan · Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| 100% of students will complete Fall NWEA and mCLASS Math assessment in order to identify the students' math level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 1 | Quarter 1 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/mCLASS Math data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/mCLASS Math skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 1 | Quarter 1 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |

## Strategic Priority 2

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |
| 100% of students will complete Winter NWEA and mCLASS Math assessment in order to identify the students' math level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 2 | Quarter 2 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/DIBELS/IDEL data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/mCLASS Math skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 2 | Quarter 2 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |

## Strategic Priority 2

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |
| 100% of students will complete Spring NWEA and mCLASS Math assessment in order to identify the students' math level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 3 | Quarter 3 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize NWEA/DIBELS/IDEL data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary DesCartes/mCLASS Math skills. | Instruction | All | Classroom Teachers/ ILT | Quarter 3 | Quarter 3 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classroom Teachers/ SPED Teachers / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |

## Strategic Priority 2

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |
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## Strategic Priority 3

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

| Strategic Priority Description | Rationale |
|---|---|
| All students will be proficient in Writing as a result of rigorously delivered curriculum differentiated to meet the needs of all students. | According to the 2012 District Wide Writing Assessment Results, only 32.1% of our students met the benchmark standards in Writing. We recognize that students must be excellent writers to succeed in all content areas, and to be college and career ready. Therefore, increasing the amount of students who are at benchmark levels on the District Wide Writing Assessment is our priority. ELLs and SPED students will receive interventions to help |

## Action Plan

## Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| 100% of students will complete Fall writing assessment in order to identify the students' writing level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 1 | Quarter 1 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize writing data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary writing skills. | Instruction | All | Classrom Teachers/ ILT | Quarter 1 | Quarter 1 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classrom Teachers/ SPED Teachers / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classrom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |

## Strategic Priority 3

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| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 1 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 1 | Quarter 4 | | |
| 100% of students will complete Winter writing assessment in order to identify the students' writing level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 2 | Quarter 2 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize writing data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary writing skills. | Instruction | All | Classrom Teachers/ ILT | Quarter 2 | Quarter 2 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classrom Teachers/ SPED Teachers / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classrom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |

## Strategic Priority 3

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 2 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 2 | Quarter 4 | | |
| 100% of students will complete Spring writing assessment in order to identify the students' writing level. Data will be used to determine students' strengths and needs. | Instruction | All | Data Coach | Quarter 3 | Quarter 3 | | |
| 100% of classrooms, Kindergarten through 8th grade, will utilize writing data to develop curriculum maps, lesson plans, small group lesson plans, and assessments according to the skills and strategies that students need. 100% of these maps and plans will be submitted to the Leadership Support Team who will provide oral and written feedback to each classroom teacher on the alignment of their maps and plans to necessary writing skills. | Instruction | All | Classrom Teachers/ ILT | Quarter 3 | Quarter 3 | | |
| Differentiated instruction will be included in 100% of teachers' weekly lesson plans and will be observed by the principal at least once a quarter to determine its quality and effectiveness. At that time, principal will provide feedback to classroom teacher about increasing the amount and quality of differentiation. | Instruction | All | Classrom Teachers/ SPED Teachers / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a weekly assessment, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classrom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |

## Strategic Priority 3

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|---|---|---|---|---|---|---|---|
| After administering assessment and reviewing assessment data, 100% of classroom teachers will review difficult test items with students. This reteaching cycle will be reflected in 100% of teachers' lesson plans and will be observed in classrooms by the principal at least once per quarter. | Instruction | All | Classroom Teacher / Principal | Quarter 3 | Quarter 4 | | |
| 100% of classroom teachers will provide a five-week and ten-week assessment that is aligned to Common Core State Standards, and a differentiated option for Tier II and Tier III students. 100% of SPED teachers will also develop a third differentiated option for Tier III/SPED students that assess the same skills. Data from these assessments will be used to determine students' strengths and needs. | Instruction | All | Classroom Teachers/ SPED Teachers | Quarter 3 | Quarter 4 | | |
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## Strategic Priority 4

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

| Strategic Priority Description | Rationale |
|---|---|
| More parents and community members will become active partners in their children's education. | Currently, our Volunteer Sign In Logs show that there are 20 parent-volunteers in our school every day. Also, the parental contact as identified by the Illinois School Report Card 2011 for Talman Elementary reports that 70.5% of our students' parents attend parent-teacher conferences, visit the school, receive home visits, have telephone conversations, and reply to written correspondences. We believe that increasing that number can lead to |

## Action Plan                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Increase from 25-30 parents and community members to 40-45 parents and community members attending ongoing workshops on stages of development, collaborating with schools, establishing effective school-to-home and home-to-school communication, and to assist with learning activties at home. | Parental Involvement | All | Principal, Assistant Principal, Bilingual Coordinator | Quarter 1 | Quarter 4 | | |
| 100% of students will take home informational newsletters to increase communication between school and home. These will include grade level and subject guides to what the curriculum includes and how to help. | Parental Involvement | All | Classroom Teacher, Principal, Assistant Principal, Bilingual Coordinator | Quarter 1 | Quarter 4 | | |
| Increase from 15 parent mentors and volunteers to 20 parent mentors and volunteers daily to act as walking school bus, block club, homework leaders, and to support student and school progress. | Parental Involvement | All | Principal, Assistant Principal, Bilingual Coordinator | Quarter 1 | Quarter 4 | | |
| Increase from 10-20 parent and community members attending meetings to 25-30 parent and community members attending meetings, randing from PAC, Bilingual Council, Title I Council, and other Decision-Making groups and meetings. These meetings will encourage ongoing collaborative communication about school programs and provide a range of opportunities for parents to participate actively in school decisions and governance. | Parental Involvement | All | Principal, Assistant Principal, Bilingual Coordinator | Quarter 1 | Quarter 4 | | |

## Strategic Priority 4

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|---|---|---|---|---|---|---|---|
| Increase from 9 community agencies partnering with Talman to 11 community agencies providing services and supports to students, families, and the school. These community partners will coordinate resources through a school-community resource list that is available online on the Talman website. | Parental Involvement | All | Principal, Assistant Principal, Bilingual Coordinator, Case Manager | Quarter 1 | Quarter 4 | | |
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## Strategic Priority 5

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

| Strategic Priority Description | Rationale |
|---|---|
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## Action Plan                                                                 Monitoring

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