Talman Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> Talman's community, which includes students, staff, parents, and community partners, is committed to developing high, clear expectations, rigorous instructional programs, and support for all students, including Diverse Learners and ELLs, to prepare them to be college and career ready. These expectations include setting goals and future steps for each student.
>
> Each year we identify areas of focus that guide our school-wide initiatives and professional development. During the 2018-2020 school year we will continue to focus on the implementation of the CCSS and rigorous student and teacher questioning in whole and small group discussions. In addition to questioning, we will focus on the writing process and the different genres of writing aligned with the CCSS.
>
> Goals are established for each grade level, grade cycle, and teacher at Talman. These goals require that students move an average of 1.0 to 1.5 grade levels each year in order to narrow the achievement gap, and to ensure college and career readiness. Talman has also implemented a community school model that supports the academic, social emotional, and physical development of students and families. Through the Community School Initiative, we are able to provide a variety of extracurricular activities. Talman's theory of action is tied to its beliefs and values that drive decision-making in the school. Talman has also established a strategic plan to address its powerful practices, which includes extensive unit planning, backwards mapping, differentiated instruction, and increasing classroom rigor. Talman has established school-wide goals, individual goals, and grade-level goals. There are several leadership teams that help accomplish these goals including, ILT, grade cycle teams, and Literacy, Math, and Science committees. Posters displaying school-wide goals are in each classroom and hallway. These posters are referenced by all staff members and students to increase exposure.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

Instructional Leadership Team:

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

Score

1   2   **3**   4

> The ILT comprises staff members from different grade cycles such as primary, intermediate, bilingual, special education, counselors, office support, technology coordinator, and teachers. This shared equity allows for multiple perspectives that can be diversely explored. Each person on the Instructional Leadership Team coordinates responsibilities, such as gathering information, recording, presenting, implementation, and supervision. To maximize its effectiveness, the ILT meets weekly and updates data as a priority (Assessment Data, Attendance Data, GradeBook, Lesson Plans, etc). ILT members discuss and contribute materials and strategies for academic growth, such as RIT appropriation, vocabulary acquisition, tutoring, and incorporation of technology and software to enhance Math and ELA learning needs. These strategies are gauged and focused to address each grade cycle. Concepts like effective collaboration, instructional leadership, and professional development are derived from ILT meetings and communicated to grade cycle, staff, and parent meetings. This information is updated and shared on a Google Document that is accessible to the staff members. The implementation of solutions is based on early identification of challenges, which is why the ILT proposed the learning walk with a PQS system to evaluate and implement strategies. This system allows staff members to observe their fellow colleagues while teaching and give praise, questions, and suggestions about their instruction. Teachers are receptive and responsive to the PQS system. Teachers agree that this method allowed for a healthy and well-balanced dialogue when addressing instructional concerns.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1   2   **3**   4

Professional development over the next three years will continue to focus on common core standards, using data to inform differentiated rigorous instruction and support, social-emotional learning (SEL), and increasing college and career readiness. All Professional Development is documented in CPSU, and effectiveness is monitored in a multi-tiered way, incorporating formal and informal observations and evaluations, and teacher and staff surveys.

Weekly grade cycle and staff meetings are held in order to monitor progress discussed in previous PD meetings. During weekly meetings, the staff is encouraged to share successes and challenges, which serves to foster a sense of importance and consistency. Mondays are appropriated strategically for staff meetings with the purpose to prioritize the goals for that week. School-wide structures ensure that professional development is on-going by revisiting the school calendar and collaborating on "What's Working?" and "What Needs Work?"

Talman staff members consistently complete monthly surveys to assess professional development needs. Talman staff members informally and formally assess professional development needs during weekly staff meetings.
In addition, a combination of results from teacher and staff surveys and student data is used to identify weekly and monthly priorities. Based on the results, the main challenges that teachers and staff members have identified include: how to improve instruction for the writing process, vocabulary acquisition, MTSS consistency, addressing social emotional needs, and student participation in smaller group discussions.

Talman ensures that professional development covers topics that align with our vision and goals, the Common Core State Standards, and school-specific trends that have been identified from data. Talman has a clear focus on professional development, using feedback and data to inform instruction, assessment, and success in and out of school.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders / Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning / 4d. Growing and Developing Professionally / 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff / B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   3   **4**

Talman has designed strategic schedules based on students' needs as well as the school's growth goals. Talman also supports an inclusion module for SPED students as much as possible. Departmentalization is used to maximize instruction. The entire literacy block has been designed so that students can be grouped by RIT band. In other cases, scheduling is created to allow for "Walking Reading" and to ensure that each grade cycle meets weekly during their common prep period to discuss student data and progress. Reading specialists and interventionists pull-out and push-in on a consistent schedule to provide support to struggling students and for extra support during designated times. 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 achievement. All schedules include MTSS, so that college tutors can provide interventions to struggling students in reading and math. Schedules are made for both exceeding and struggling students, with exceeding students attending after school programs like music, chess, and technology, while struggling students attend tutoring. Staff and student schedules are made in order to meet the changing needs of students.

The hiring process is led by the principal who leads school teams. The principal has specific strategies in interviewing and selecting highly-qualified candidates. Hiring is always conducted with the student needs in mind. Teachers and other staff members are included in the interview process, and provide input into all decisions made. The interview and hiring process is thorough and considers candidate's philosophy, commitment, and flexibility to Talman.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

> Through on-going vertical collaboration, staff, and grade cycle meetings, Talman staff continues to outline and discuss Common Core Standards to be taught by quarter. The staff develops Common Core Assessments to be administered for the second, third, and fourth quarters, and quarterly performance assessments. Each teacher has created a curriculum map for the year, small group lesson plans for literacy and math content areas, all based on Common Core Standards. Talman staff also implements novel studies, small group discussions and literacy circles. Teachers are utilizing complex texts in their classrooms to increase rigor and challenge students. Talman staff members increasingly expose students to non-fiction texts throughout the year. Teachers model note-taking strategies in all subject areas. Students are expected to have seven, single-subject notebooks for core and auxiliary subjects. These are used for note-taking and are accompanied with an agenda for organization. Special education teachers, general education teachers, and the instructional leadership team meet to ensure that students with disabilities and ELLs have access to content knowledge and are provided support and interventions they need. These staff members have also acquired technology to scaffold instruction, including recordings of texts, to ensure students have appropriate modifications and accommodations. The teaching staff has also implemented a classroom model that supports the academic, social emotional, and physical development of students.

Guide for Curriculum

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

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1 **2** 3 4

> Teachers have reevaluated instructional materials and chosen novels and texts that are grade level appropriate, aligned with standards, and rigorous for all in order for students to be college and career ready. Talman staff has developed a Pre-K - grade 8 literacy continuum, which includes CCSS and novels outlining the content covered each quarter by grade level.
>
> Talman has differentiated materials for reading and math for students with disabilities, varying language proficiency levels, native language needs, and students in need of bilingual support. Talman staff members supplement the social studies, science, and writing curricula with interactive software programs to help address Common Core Standards and create differentiation. The most useful extracurricular materials for diverse learners and ELL students include BrainPop, specifically for diverse learners, Mobymax, Pearson and IXL for reading and math, and Tenmarks to reinforce math. These programs allow teachers and staff members to track student progress and correlate it with results from traditional instruction. Along with extracurricular materials, teachers deliver assessment preparation for PARCC, Illinois Science Assessment and NWEA.
>
> Talman staff members ensure that extracurricular and preparation materials are accessible by integrated technology, such as Google Chromebooks and Apple Ipads. This, with the aide of leveled readers and non-fiction materials, create a varied experience in classrooms and after-school tutoring environments.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.

- Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1　2　**3**　4

A collective effort to examine assigned texts is exercised by the principals, teachers, and classroom assistants to ensure that students have the ability to accomplish growth in areas of literacy, analysis, and overall comprehension. Talman is focused on developing a college and career-ready environment aligning curriculum and assessments to the common core state standards. Teachers develop unit plans and assessments throughout the year and implement them and also receive feedback to refine them and to ensure students are practicing their critical thinking skills. This effort is done so casually, as the principals, teachers, and assistants make unannounced classroom checks to review the level of the texts throughout the school year, as well as formally, as the ILT team discusses and regulates the appropriate texts to target each grade level. Our goal is to increase the students' ability to participate in thorough classroom discussion and written responses, all guided by the true spirit of higher education.

Formative assessments allow teachers to reevaluate instructional material to determine if it produces desired results in students. Weekly teachers share results and samples of student work for evaluation by staff and students. Adjustments are discussed and made, such as the replacement of a piece of text or increase the depth of work. Struggling students work closely with classroom assistants and college tutors to help attain and foster a deep understanding of the materials.

Talman makes great efforts to provide a college and career environment by allowing students to work alongside college students. By assigning students to designated tutors for extra help, students are met with an encouraging sense for higher education. The school also participates in student-teaching programs with many universities, which exposes students to an extended energetic and professional atmosphere. Ultimately, the relationships formed with college students increases socialization for healthy transitions.

The Talman staff uses a variety of data in making decisions in developing rigorous instructional programs and support systems. The instructional programs aim at developing students to be organized, critical thinkers, problem solvers and strong readers/writers. Students read and respond through written responses/discussion in order to prepare them for challenging high school and college courses. We also incorporate organizational study habits as part of curriculum.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching for Robust Understanding in Mathematics (TRU Math)
✓ Math Practices: What to Look For Observation Tool
✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Every Talman staff member reinforces the message to our students, parents, and community members that students must be college and career ready upon graduation. This is accomplished through informative and motivational conversations from Prekindergarten through eighth grade from visitors and staff members.

Talman offers a high school fair yearly to middle school students to help them make informed decisions. Post secondary preparation is emphasized through visits from current high school and college students, and former Talman students, to offer students high school and college expectations and advice. In addition, Talman hosts a yearly Career Day to give students a sense of daily life in a variety of fields. Each grade level is spoken to on an interactive and personal level, and by a number of professionals. The professionals are encouraged to communicate how their primary and secondary education helped them succeed.

Throughout the year, students experience a college-emphasized setting to positively influence their transitions to secondary and post-secondary endeavors. As stated previously, students work closely with college students during and after school hours in order to work with them in a academic setting. The school also partners with Pilsen Wellness Center, St. Casimir, SWOP, and many community partners to offer workshops, field trips, training, and middle school trips to attend local universities. The school community focuses on high school readiness strategies, note taking and organization, to prepare students for high school, college, and beyond. Students are asked to reflect on their chosen career and research the steps that achieve this goal. The steps are outlined and presented to fellow students in the classroom. A mandatory, post elementary meeting for parents and students is hosted by 8th grade teachers and support staff to make them aware of the high school process, requirements, and college planning details. Parents engage in a reflective questionnaire that encourages discussion with their children regarding college and career plans. The most recent results have shown that parents are interested in the continued education of the students and want even more intervention during school hours. Questionnaires are reviewed and follow-up small group and individual meetings with parents and students are held to determine next steps. As a result, the school counselor and others supply students and parents with high school informational folders and updates on their individual application process.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.

- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   **3**   4

Talman teachers begin each class by clearly stating the objectives and purpose for learning which are posted on their whiteboards. Students write objectives and purposes for learning in notebook in grades 1-8. They also clearly communicate directions and procedures verbally and visually. Instructors vary questions from literal to inferential. Staff members use a balanced approach including modeling, guided, shared, and independent practice in their instruction. Class discussions are facilitated to increase the amount of higher-order questioning that takes place during these discussions. Teachers create an environment to engage students in small group discussions and provide evidence to justify their thinking and responses. Teachers work in grade cycle meetings to sequence and align standards-based objectives to promote deeper understanding and expose students to a rich variety of fiction and nonfiction text. 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. Tasks are connected to complex texts to increase the rigor and level of students understanding. Teachers give formative assessments to check for understanding, quick-writes, exit slips, note-taking, quizzes, tests, and portfolios. Talman staff members integrate data to develop lessons and monitor progress. Also, Talman teachers create bell ringers and closing activities to introduce and provide closure on content. While performing peer observations, teachers are tracking the number of higher level and lower level questions.

Guide for Instruction

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

Evidence, Measures, and Standards

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

A balanced assessment system accurately measuring the full scope of student learning is present at Talman. All teachers have access to data on Google Drive and by logging into the respective websites for each assessment. Every grade level uses comprehensive assessments weekly, formatively, and summatively, including ACCESS, NWEA, and PARCC, in addition to teacher-made performance assessments and district-suggested benchmark exams. Teachers utilize students' work, portfolios, extended responses, reading logs, performance tasks, and project-based learning assignments in order to gauge effectiveness of learning.

Also, teachers develop their own Common Core Assessments, aligned to the Common Core Standards, to administer twice a quarter. Teachers look at common core standards that are required and design an assessment based on the level that students should be responding at. After, the teachers grade them, they look for trends, analyze, and spiral them into their next unit. Teachers then engage in peer feedback as they meet with teachers above their grade to gauge and ensure improvement of test questions. Re-teaching also happens so that student are allowed to correct their errors and make improvements. The principal and assistant principal are directly involved in reviewing custom assessments and approving alterations. Talman also utilizes electronic, adaptive assessments in addition to traditional paper-and-pencil assessments. Also, each student takes placement exams to determine their skill and ability levels in reading, mathematics, and spelling. Implementing the above practices has led to the follwoing results. Talman's 2017-2018 School Quality Rating Profile shows an increase in NWEA. In 2016 -2017 the percent of students meeting and exceeding national growth norms was 56.9 and in 2017-2018 it increased to 73.7 percent. Implementing the above practices

A rigorous grading scale is in place to make students college and career ready. For instance: 93-100, A; 92-87, B; 86-78, C; 77-70, D; 69 and below, F. Students benefit from the high academic and social expectations at Talman. Parents and staff have access to student progress in each subject through Parental Portal. Parents were strongly encouraged to sign up for parent portal. Parent portal sign-up took place throughout the year during school events to increase parent portal participation. Currently, 91% of parents are signed in to this system and are logging on regularly. Grades and homework assignments are updated regularly in Gradebook to keep parents abreast of their child's academic or behavioral progress. In addition, teachers schedule parent meetings, emails and phone calls when necessary. Efforts to keep grading policy uniform across grade levels is paramount. Teachers, support staff, and administration dialogue regularly so parents and students know what to expect for the year.

Guide for Balanced Assessment & Grading

- ○ **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- ○ **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- ○ **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- ○ **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- ○ **Utilize assessments that measure the development of academic language for English learners.**
- ○ **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- ○ **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- ○ **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

Score

1 2 **3** 4

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Teachers begin Tier 1 support by whole class instruction with overview of agenda and work expectations. Teachers give students rubrics that outline student expectations. Rubrics and point systems are based from student abilities. Afterward, Tier 2 and 3 students are given support by a general education teacher and MTSS coordinator who targets personalized. The teacher also gives individualized instruction, classwork, and homework to meet their needs. They are assisted by SECAs and college tutors. Teachers review on data with students to make them aware of their progress and also modify strategies to increase student performance. Also attendance, truancy, and failure issues are quickly noted with phone calls to parents. Teacher implements intervention plans for at-risk failures.

Twice weekly students attend morning meetings led by their teacher to check on social emotional needs. The meeting focuses on providing an outlet for students to express concerns or issues. Students are provided with the opportunity to journal or share out their thoughts. Because of the relaxed atmosphere, many issues are brought to light that need addressing. Whenever a concern or form of misconduct arises, like gossip, rude behavior, unfair treatment, frustration, classroom tensions, the students of any affected class are required to record their feelings on paper, which is then addressed to be read only by a staff member of his or her choice. This allows the students to take time and express themselves in a quite and confidential manner. The students can either express themselves freely, or request support.

Workshops are also provided for students throughout the school year on the topics such as: bullying, anxiety, self esteem, anatomy, puberty, relationships, adolescences, etc. These workshops are important because they provide students with life skills in and outside of the classroom. Separate Boys and Girls groups facilitated by social workers and counselors, meet regularly to provide intensive support on the following topics: self-esteem, leadership, self-management, respect and self-respect. For students that need intensive one-on-one support, outside counseling is coordinated with partnered organizations and with students' parents.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support**

with varied instructional strategies and SEL support of varying degrees of intensity for all students.
- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   3   **4**

Talman thrives on a healthy academic atmosphere that serves to reinforce student encouragement and motivation. Teachers create healthy atmospheres by displaying student work outside and inside the classroom. By doing this, students acknowledge the importance of producing exemplary work. Consistent and clearly defined expectations are visually and verbally referred to throughout the classroom.

Through open houses, parent meetings, conferences, and weekly newsletters, teachers also provide clear information on their expectations for students and families. All teachers also provide syllabi for families to review. 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 how to find schools based on their current address and any time parents come in for information, that information is provided.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1 2 3 **4**

Relational trust is very evident at Talman and is filtered from the principal to the students. Principal, teachers, staff members, parent mentors, college tutors, custodial, and technical support all focus on relationship-building. Talman portrays a very positive atmosphere by its professionalism, shared accountability, trust, respect, and genuine concern for all. Professional development and staff meetings focus on team-building and frequently reiterate these themes and topics.

Talman holds high expectations for all students, parents, community members, and staff. It is a Talman expectation to ensure that all members feel respected, cared for, heard, and that discussions and interactions between students and staff reflect warmth and sincerity. Students are given a model of civility by principal to teacher, teacher to teacher, teacher to parent and student interactions. When a problem arises between students, it is addressed immediately before it can escalate. School social workers and counselors address and give advice to all parties.

The Talman transparency policy proves that all are included and important in decision making and information sharing. This results in school trust from top to bottom. Policy lets parents, students, and staff keep abreast of current situations. All parties are given an opportunity of offer solutions and improvements in dialogue.

The language of a healthy family is evident at Talman. Data is shared with all staff concerning students who emotionally may be having a difficult time. Discussions are wisely adjusted for student age level and maturity. Staff is sensitive to what triggers a student and is mindful of that in student interactions. This results in a smooth-running, positive, academic, and social experience for all.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Talman offers many extracurricular and enrichment activities through our community partnerships, like SWOP, to build leadership and college and career readiness. The school is open at 6:30am every morning to offer a homework help to our students. Talman also offers a variety of arts, sports, and academically based programs. The arts programs include Urban Arts, Photography-based Yearbook, Woodshop, and Music Production. Sports programs include Girl's Soccer, Boy's Soccer, and basketball. Academic programs include Student Government, Typing and Chromebook, and Chess. Programs such as a No Bullying Campaign, organizing school fundraisers and incentive plans are just a few of the successful events the Student Government performs.

Talman strongly believes in addressing the whole child and integrating supports to address students' social, emotional, and academic needs. Talman strives in providing students with a rich instructional program to support a child in all core subject areas. Talman also strives to provide students with extracurricular programs to spark student interests in different areas outside the regular academic program that will positively impact students' success. Extracurricular activities are engaging and a great way to socialize with peers. These programs can also help to improve students' time management and stress management skills, improving overall productivity. Extracurricular activities also increase a candidate's appeal when applying to college.

The development of all programs are drafted directly from students' requests and interests which increases student participation. Equitable exposure to these opportunities is ensured by scheduling that does not interfere with intervention and incorporation of students with special needs. These programs are facilitated by our teachers and college tutors, which nurtures talents and reinforces student-teacher relationships.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Safety & Order:

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

Score

1   2   **3**   4

Talman, like any school, is comprised of students from varying backgrounds. Although the school is nearly 100% Hispanic, student backgrounds are not. They range from moderate to high need situation. However, time and again, Talman proves to be a safe haven for them, even if home environment is not. Because of the open rapport between staff, administration, parent mentors, and students, problems often times are solved before they escalate. Often times, students will feel secure enough to bring up issues to counselors and staff. This rapport has been a safety net for students. Talman maintains high expectations for students and staff. It is expected that Talman staff make themselves available to students and parents. Many parents communicate with classroom teachers via email, cell phone, text, or through conversations that occur during dismissal. Teachers also send home a weekly newsletter to inform parents of weekly classroom information. Parents and students recognize the accessibility that they have with staff. Classroom teachers also facilitate morning meetings 1-2 times a week to provide students with an opportunity to reflect and express concerns that students may be experiencing. Discussion circles make students feel more secure with each other and therefore, underlying issues are brought to the light for solving. Morning Meetings have been an engaging strategy that has build a strong sense of community.

A Discipline Management system is formed by teachers and administration at the beginning of the year. Management systems are similar by grade cycle. As students transition to the next grade, parents are aware of the management system that is in place. At the beginning of the year, students also receive a school agenda that contains the Talman Student and Parent Handbook. The handbook provides discipline management information for parents to review. Parents are expected to return the form signed. Teachers also send a letter to parents at the end of year to their incoming students explaining the systems in place that will be in their child's classroom the following year. This makes parents and their children aware of student expectations and ensures a secure environment. Rarely, do physical fights occur between students. Administration sees referrals only when problems reach levels 3-6. Most issues are solved by teachers in the classroom by addressing all parties involved, this includes student and parent. Staff usually is made aware of strained situations by email, meetings, and conferencing with parents, students, and other staff. Open discussions on safety plans exist to pinpoint the right solution for each situation.

In addition, the current student government is facilitating a bullying prevention campaign. The students have independently researched bullying and how to deal with it. They talk about bullying with each classroom so students may feel safe in coming forward with problems.
This undeniably adds to the safety feeling at Talman.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

> Talman's common school-wide discipline plan includes a tiered approach to behavioral intervention, and builds on incentives and positive behavior recognition. Conferencing with students, staff, and parents and highlighting behavior expectations are integral to provide the best approach for problem-solving.
>
> Always and at all times, respect of the student is given. It is no intent of the teacher or administration to "shame" a student into correcting behavior. Positive behavior is rewarded and encouraged. Pictures of student of the month, who meet criteria, are posted near the entrance to showcase affirmative behavior.
>
> Restorative measures are taken when problems between students disrupt the classroom. Social workers facilitate separate after school boys' and girls' groups to discuss any classroom problems. In addition, the school counselor aids in the girls group. This proves a safe environment where children can unload their burdens in confidence. Trained personnel work to get at root of problem instead of just solving recurring issues. Partnerships with SWOP make these programs possible.
>
> A weekly incentive provides much motivation for students to succeed in their classrooms. Shared ownership of student behavior exists between all teachers and grade-levels. In addition, the "Talman Way," teamwork, shared accountability, respect, discipline and hard work, is consistently expected with students and staff.
>
> When issues arise, staff adheres to the Student Code of Conduct when addressing infractions and establishing Friday incentives. Incentives such as, jean days, dances, assemblies and jean day or field trips are withheld if students do not reach criteria. Conferencing with students, staff, and parents and highlighting behavior expectations are integral. For more serious issues, further disciplinary actions are taken. When necessary a professional, becomes involved to offer advice and intervene between parties.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and

logical consequences that address the root cause of behavior and align to MTSS processes.

- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1   2   3   **4**

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

Parent involvement at Talman is bar none. It is very evident from the moment a newcomer walks in the building because friendly smiles and teamwork welcome ALL.The PAC and BAC are active and meet monthly to plan student success in and out of classroom. Parent mentors and volunteers make Talman a strong verbal and physical force, from instructing children to spending hours, planning and overseeing, obtaining food/treats, and making decorations for different events. These include Winter and Spring Assemblies, picnics, and graduations. Parent committees also give suggestions and feedback on parent workshops. Administration carefully considers their suggestions.

In addition, a weekly classroom newsletter is given to ensure families know the upcoming curriculum and homework. If there are issues, parents can preview in the newsletter what is expected of their child. This communication establishes good habits so children are college and career ready.

Effective two-way communication is key at Talman. Teachers give out their cell phone numbers to be available to parents. Parent-teacher meetings are held to inform parents about classroom expectations, so they are not left "in the dark." Talman, likewise, distributes remediation plans to parents of failing students. The student, parents, and teacher develop a strategic plan for improved grades. Talman staff is proactive in addressing student issues. It does not wait for parents to contact them, but instead reaches out with phone calls or emails to address problems of school concerns.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.

- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
    - ■ Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - ■ Send regular, positive, personalized communication from a staff member.
    - ■ Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - ■ School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - ■ Information is provided to parents in their native language.
    - ■ Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 **3** 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 **5** ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 **4** 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)

13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
If we develop and implement a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (ELs and DLs) and build upon foundations established in the previous grade, then our students will be proficient in reading according to CCSS. We identified reading as a school-wide priority in response to the following data: according to the 2014-2015 NWEA Reading assessment, Talman students had 54% attainment and 60.80% growth. 2015-2016 NWEA Reading assessment, Talman students had 49% attainment and 30% growth. 2016-2017 NWEA Reading assessment, Talman students had 76% attainment and 92% growth. 71% of our students met benchmark levels in DIBELS. We recognize that to be prepared to exceed on the PARCC / NWEA in third grade, students must have foundational literacy skills. Therefore, increasing the amount of students who are at benchmark levels assessments, and who are exceeding on the NWEA Reading assessment is our priority.	30.00	92.00	94.00	94.50	(Blank)
National School Growth Percentile - Math					
If we develop and implement a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (ELs and DLs) and build upon foundations established in the previous grade, then our students will be proficient in Math according to CCSS. We identified math as a school-wide priority based on the following data: according to the 2014-2015 NWEA Math Assessment, Talman students had 54% attainment and 60.30% Growth. 2015-2016 NWEA Math assessment, Talman students had 59% attainment and 66% growth. 2016-2017 NWEA Math assessment, Talman students had 76% attainment and 94% growth. We recognize that to be prepared to exceed on PARCC/NWEA in third grade, students must have foundational mathematical skills. Therefore, increasing the amount of students who are at benchmark level and who are exceeding on the NWEA Math assessment is our priority.	66.00	94.00	88.00	89.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms					
The current percentage of students meeting/exceeding National Ave Growth Norms is at 60.7%. The goals that have been discussed and decided are 63% and 65% because they are realistic for our school and for our students.	56.90	73.70	76.70	78.00	(Blank)
African-American Growth Percentile - Reading					
No Sufficient Data	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading					

Currently, Talman elementary has a student population of 98.4% Hispanics, and of those 98.4% of students, about 40% are English Language Learners. We have a total number of 146 students enrolled in our bilingual program. If we develop and implement a coherent, rigorous culturally appropriate curriculum that promotes college and career readiness for all students and build upon foundations established in the previous grade, then our students will be proficient in Math according to CCSS. The Hispanic growth in reading has been identified as a school-wide priority based on the following data: according to the 2014-2015 NWEA Reading assessment, Talman students had 54% attainment and 60.80% growth. Also, according to the 2014 -2015 DIBELS Results, only 71% of our students met benchmark levels in DIBELS. We recognize that to be prepared to exceed on the PARCC / NWEA 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 NWEA Reading assessment is our priority.	36.00	92.00	95.00	95.25	(Blank)

English Learner Growth Percentile - Reading

Currently, Talman elementary has a student population of 98.4% Hispanics, and of those 98.4% of students, about 40% are English Language Learners. We have a total number of 146 students enrolled in our bilingual program. If we develop and implement a coherent, rigorous culturally appropriate curriculum that promotes college and career readiness for all students and build upon foundations established in the previous grade, then our students will be proficient in reading according to CCSS.	2.00	70.00	73.00	74.00	(Blank)

Diverse Learner Growth Percentile - Reading

No Sufficient Data	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

African-American Growth Percentile - Math

No Sufficient Data	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Hispanic Growth Percentile - Math

Currently, Talman elementary has a student population of 98.4% Hispanics, and of those 98.4% of students, about 40% are English Language Learners. We have a total number of 146 students enrolled in our bilingual program. If we develop and implement a coherent, rigorous culturally appropriate curriculum that promotes college and career readiness for all students and build upon foundations established in the previous grade, then our students will be proficient in Math according to CCSS. The Hispanic growth in math has been identified as a school-wide priority based on the following data: according to the 2014-2015 NWEA Math Assessment, Talman students had 54% attainment and 60.30% Growth. We recognize that to be prepared to exceed on PARCC/NWEA in third grade, students must have foundational mathematical skills. Therefore, increasing the amount of students who are at benchmark levels on Math assessments, and who are exceeding on the NWEA Math assessment is our priority.	66.00	95.00	88.00	89.00	(Blank)

English Learner Growth Percentile - Math

No Sufficient Data	48.00	83.00	(Blank)	(Blank)	(Blank)

Diverse Learner Growth Percentile - Math

No Sufficient Data	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

National School Attainment Percentile - Reading (Grades 3-8)

Talman is consistently working towards our goal of getting students to be college and career ready. We recognize the importance of increasing out national percentile in reading and math. Talman has developed and implemented a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (ELs, DLs) and builds upon foundations established in the previous grade. This curriculum has given students access to several high school options (Magnet Schools, IB Schools and Selective Enrollment Schools) . We recognize that we need to increase our attainment percentile in reading in order to for students to be successful in future endeavors.	47.00	62.00	72.00	73.00	(Blank)

National School Attainment Percentile - Math (Grades 3-8)

Talman is consistently working towards our goal of getting students to be college and career ready. We recognize the importance of increasing out national percentile in reading and math. Talman has developed and implemented a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (English Language Learners, Special Education) and builds upon foundations established in the previous grade. This curriculum has given students access to several high school options (Magnet Schools, IB Schools and Selective Enrollment Schools) . We recognize that we need to increase our attainment percentile in reading in order to for students to be successful in future endeavors.	61.00	75.00	80.00	81.00	(Blank)

National School Attainment Percentile - Reading (Grade 2)

We recognize that 2nd grade is an important year in a students academic career where many reading skills and strategies are first developed. These past years at Talman we have focused on our primary program. We have worked with parents and the staff to implement a coherent, rigorous curriculum for all diverse learners (English Language Learners, Special Education). Talman will continue to focus on improving systems in Prek-2nd grade to ensure that students are prepared for 3rd grade.	61.00	71.00	64.00	65.00	(Blank)

National School Attainment Percentile - Math (Grade 2)

We recognize that 2nd grade is an important year in a students academic career were many math skills and strategies are first developed. These past years at Talman we have focused on our primary program. We have worked with parents and the staff to implemented a coherent, rigorous curriculum for all diverse learners (English Language Learners, Special Education). Talman will continue to focus on improving systems in Prek-2nd grade to ensure that students are prepared for 3rd grade.	45.00	88.00	90.00	90.50	(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

According to our ACCESS results for SY 2015-2016, 57.6% of our EL students made sufficient progress on the ACCESS. Through on-going vertical collaboration, staff, and grade cycle meetings, Talman staff will engage in professional development that focuses on incorporating strategies that ensure ELs have access to content knowledge and are provided with the support and interventions they need. The goal is for all staff to have a clear understanding of second language acquisition and the importance of student mastery of academic English as well as understanding the type of instructional practices that enhance learning for ELs.	35.20	(Blank)	60.00	61.00	(Blank)

Average Daily Attendance Rate

Talman´s current goal is to have 96% or more of student to attend school daily.	96.90	96.60	97.00	97.25	(Blank)

My Voice, My School 5 Essentials Survey

Social/Emotional support will be provided to students and families in need through partnerships with neighborhood organizations. The school counselor, support team, and school social worker will work closely in identifying and monitoring students' progress. As a result of addressing students' and families' social and emotional needs, our desired result is to provide support to families that are experiences challenges and problems at home. This is an effort to create a community school.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If teachers plan for rigorous differentiated literacy curriculum to meet the needs of all students (English Language Learners, Special Education).	then all students will demonstrate growth towards achieving mastery at grade level.	students being college and career ready according to the Common Core State Standards.

Tags:

Area(s) of focus:

Literacy/Reading, Core Instruction, Assessment, Professional Learning, Instruction

Action step	Responsible	Timeframe	Status
Differentiation: Teachers will plan lessons that will include differentiated discussion questions and writing prompts in order to promote rigorous discussion and writing. This will enhance critical thinking and analysis in discussions and student writing.	Classroom teachers/Principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Core Instruction, Differentiation

Curriculum: Teachers will implement quarterly unit plans and assessments aligned to the Common Core State Standards in order to prepare students to be college and career ready.	Classroom teachers/ ILT/ School administration	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Core Instruction, Assessment, Problem solving process

Peer Observations: Teachers will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms.	Classrom Teachers/ SPED Teachers / Principal / ILT	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Instruction, Feedback, Peer observation

Assessment: Teachers will develop and provide weekly differentiated assessments. Teachers will Assessment data will determine students' strengths and needs leading to a modified instructional plan.	Classrom Teachers/ SPED Teachers/EL teachers/Principal/Assistant Principal/ILT	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Instruction, Assessments

Reteaching Practices: After administering and reviewing assessment data, teachers will review difficult test items and skills with students to help students work through their errors and learn from their mistakes.	Classrom Teachers / ILT/ Principal/	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Assessment, Data analysis, Reteaching

MTSS: College tutors will support the MTSS coordinator and provide additional small group instruction. Tier II and Tier III students will receive additional scaffolding which will focus on their precise area of need: i.e.early reading behaviors, fluency, comprehension, vocabulary.	teacher, MTSS coordinator, College tutors, teachers, case manager, principal, assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Support, Data analysis

After School Programming: After school differentiated programs will support students academically in language arts for all grades Kindergarten-8th grades. These programs will provide students with additional instructional minutes to improve literacy skills.	Teachers, after school coordinator, assistant principal, and principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Support, After-school, Differentiation

		Sep 4, 2018 to Jun 30, 2020	
RIT Band Reading: All students will participate in NWEA Reading RIT Class based on their RIT scores. Student progress will be monitored throughout the year by teachers to ensure that students are placed accurately in RIT band reading. Students will progress more quickly because they will be with peers performing at the same level.	Principal/Leadership Team/Teachers/Students		On-Track

Literacy/Reading, Differentiated instruction

		Sep 4, 2018 to Jun 30, 2020	
Parent Involvement: K-8 Parent data sessions will be held to review NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home. Individual student level reports will be distributed to parents during parent teacher conferences in November and April.	Principal/Leadership Team/Classroom Teachers/Parents		On-Track

Literacy/Reading, Assessment, Data, Parental involvement, Data analysis

		Sep 4, 2018 to Jun 30, 2020	
Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, CCSS aligned unit and lesson plans, analyze student work, literacy best practices i.e., balanced literacy, word knowledge, questioning, DOK, writing process, discussion groups, levels of questioning.	All Staff		On-Track

Literacy/Reading, Teacher Teams/Collaboration, Professional development, Common core

		Sep 4, 2018 to Jun 30, 2020	
Feedback: Teachers will receive feedback on assessments, unit and lesson plans from their colleagues, principal and assistant principal.Teachers will also review their colleagues lessons plans and student work samples to provide critical feedback and use the experience as a positive learning opportunity to enrich their own practice. This will improve the curriculum, presentation and student's learning activities.	Teachers, ILT, principal, assistant principal		On-Track

Literacy/Reading, Assessment, Instruction, Curriculum, Feedback, Collaboration, Unit planning

		Sep 4, 2018 to Jun 30, 2020	
Primary Literacy Program: Pre-K to 2 teachers will modify their literacy block schedule to include all components of reading. Time will managed effectively to ensure guided, shared and independent reading and writing. This will effectively prepare students for success in intermediate grades. Purchasing of supplemental materials.	Pre-K-2 teachers, aides, ILT, principal and assistant principal		On-Track

Literacy/Reading, Primary, Time management

		Sep 4, 2018 to Jun 30, 2019	
Resources: Teachers will be surveyed to share integral resources and materials that are needed in order to support student learning. Teachers will use Technology, core basal program, and additional resources and materials to support student learning. ILT members and teacher input will be constantly reviewed to assess the effectiveness and seek out additional resources to support student learning and increase student outcomes.	Teacher, ILT members, Principal, Assistant Principal, Clerk, Technology assistant		Behind

Technology, Instructional material, Material and resorces

Strategy 2

If we do...	...then we see...	...which leads to...
If teachers plan for rigorous differentiated math curriculum to meet the needs of all students (English Language Learners, Special	then all students will be able to perform at or above grade level.	students being college and career ready according to the Common Core State Standards.

Education).

Tags:
Math, Instruction, Curriculum, Special education, English language learners

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Differentiation: Teachers will plan lessons that will include differentiated math groups. This will enhance critical thinking in problem solving real world applications.	Teachers, principal, assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Math, Differentiatied instruction

	Teachers, principal, assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track
Curriculum: Teachers will develop and implement quarterly math unit plans and assessments aligned to the Common Core State Standards in order to prepare students to be college and career ready.			

Math, Curriculum, Ccss math

Peer Observations: Teachers will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms.	teachers, principal, assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Math, Feedback, Reflection, Peer observation

Assessment: Teachers will develop and provide weekly differentiated math assessments. Assessment data will determine students' strengths and needs leading to a modified instructional plan.	teachers, principal, assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Assessment, Data

Reteaching Practices: After administering and reviewing math assessment data, teachers will review difficult test items with students to help students work through their errors and learn from their mistakes.	teachers, students	Sep 4, 2018 to Jun 30, 2020	On-Track

Math, Reteaching

MTSS: College tutors will support the MTSS coordinator and provide additional small group instruction in math. Tier II and Tier III students will receive additional scaffolding which will focus on their precise area of need.	teachers, principal, assistant principal, MTSS coordinator, College tutors	Sep 4, 2018 to Jun 30, 2020	On-Track

Math, Support, Small group instruction, Mtts

After School Programming: After school differentiated programs will support students academically in math for all grades Kindergarten-8th grades. These programs will provide students with additional instructional minutes to improve math skills.	teachers, principal, assistant principal, CSI coordinator	Sep 4, 2017 to Jun 30, 2018	Not started

Data, Support, Differentiation, Afterschool activities

Parent Involvement: K-8 Parent data sessions will be held to review TRC and NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home.	parents, teachers, principal, assistant principal	Sep 4, 2017 to Jun 30, 2018	Not started

Math, Data, Parental involvement, Test scores

Professional Development: Teachers, principal, and assistant principal will focus on school priorities. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, CCSS aligned unit and lesson plans, analyze student work, literacy best practices i.e., math talks, mars tasks, 3 reads, problem solving in real world applications.	teachers, principal, assistant principal	Sep 4, 2017 to Jun 30, 2018	Not started

Math, Professional development

Feedback: Teachers will receive feedback on assessments, and unit and lesson plans from their colleagues, principal and assistant principal. This will improve the curriculum, presentation and student's learning activities.	teachers, principal, assistant principal	Sep 4, 2017 to Jun 30, 2018	Not started

Math, Feedback, Reflection

Strategy 3

If we do...	...then we see...	...which leads to...
Talman will provide teachers and students with instructional materials needed to engage in rich learning.	Through the use of instructional and technology resources, students will apply and enhance their learning.	Teachers will have all needed resources to instruct and provide a variety of media to spark interest and maintain engagement.

Tags:
Technology, Instructional materials, Learning styles

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Materials and Resources: Talman will develop a school wide map that includes instructional materials and resources that are aligned to the CCSS in grades preK-8.	Teachers, principal, assistant principal, clerk, LSC	Sep 4, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Math, Science, Social studies, Instructional material, Special education

Technology: Chromebooks will be assigned to every classroom to provide all students with the opportunity to use technology on a daily basis. This will improve computer literacy skills and provide students with additional resources to understand concepts.	Teachers, Classroom Assistant, Assistant Principal, Principal, Clerk	Sep 4, 2018 to Jun 30, 2020	On-Track
Instructional Resources: Instructional resources will be implemented to increase student fluency in all content areas.	Teachers, Classroom Assistant, Assistant Principal, Principal, Clerk	Sep 4, 2018 to Jun 30, 2020	On-Track

Technology, Content, Instructional material

Progress monitoring: Technology resource integration will be monitored biweekly. Student performance is increased after using technology resources.	Teachers, support staff, Technology Assistant	Sep 4, 2018 to Jun 30, 2020	On-Track

Technology, Resources, Progress monitoring

Strategy 4

If we do...	...then we see...	...which leads to...
Case manager and social worker will lead SEL team (various members) andprovide	Students will implement new knowledge and become problem solvers, decisive decision	Students will focus on academic and life skills in college and beyond the classroom.

professional development and resources on how to address students' social and emotional needs.

makers, proactively seek and receive support.

Tags:
Behavior and Safety, Student wellness

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Behavior Management: Talman's common school-wide discipline plan includes a tiered approach to behavioral intervention, and builds on incentives and positive behavior recognition.	Teachers/Support Staff/Counselor/Assistant principal	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Support

Incentives: Talman staff adheres to the Student Code of Conduct when addressing infractions, and establishes incentives for students to work toward, as well, such as "Jean Days," movies, game day, dances, assemblies, etc.	Teachers/Support Staff/Counselor/Resource Coordinator/ Student Government	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Support

Conferences: A variety of conferences related to student safety, attendance, behavior will be held as needed with students, staff members, and parents to address social, emotional, and academic needs.	Teachers/Support Staff/Counselor/Social Worker/Peer Mediators	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Support, Parent involvement

Talman Way: A shared ownership of student behavior exists between all teachers in any grade level. The "Talman Way" is commonly focused on by all staff members (teamwork, shared accountability, respect, discipline, hard work, etc.)	Teachers/Support Staff/Counselor	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Support

Social and Emotional Workshops: Social and emotional workshops will take place for students and parents on puberty, relationships, self esteem, bullying, anxiety, etc. So all have the necessary tools for problematic life issues.	Teachers, Support Staff, Counselor, Social Workers, psychologist,Partnership with Outreach Programs (SWOP, Chicago Women's Health Organization)	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Support, Workshop

Restorative Practices: Restorative practices will be implemented to foster a safe learning environment. Community building and constructive conflict resolution will replace suspensions for minor infractions. Morning Meetings will take place weekly in every homeroom to address community building and as an outlet for expression.	Teachers, Support Staff, Counselor, Social Worker	Sep 4, 2018 to Jun 30, 2020	On-Track

Social emotional, Restorative justice, Restorative practice

Strategy 5

If we do...	...then we see...	...which leads to...
increase parent involvement at BAC, Title 1 and LSC meetings and provide a variety of parent/community workshops	that parents are more aware of school initiatives/priorities	parents being more informed and involved in their child's education and school

Tags:
Parent involvement, Community involvement

Area(s) of focus:

Action step	Responsible	Timeframe	Status
continue to provide a variety of parent workshops	teachers, assistant principal, principal, staff	Sep 4, 2018 to Jun 30, 2020	On-Track

Parent workshops, Community involvement

	Responsible	Timeframe	Status
provide social/emotional parent workshops. Continue to identify outside resources	counselor, social worker, assistant principal, principal, teachers, staff	Sep 4, 2018 to Jun 30, 2020	On-Track

Parent involvement, Community resources, Workshop

Action Plan

Strategy 1

ON-TRACK

Differentiation: Teachers will plan lessons that will include differentiated discussion questions and writing prompts in order to promote rigorous discussion and writing. This will enhance critical thinking and analysis in discussions and student writing."

Sep 04, 2018 to Jun 30, 2020 - Classroom teachers/Principal

Status history

May 21

ON-TRACK   May 21, 2018
            Evidence
            differentiated questions on lesson plans.

ON-TRACK

Curriculum: Teachers will implement quarterly unit plans and assessments aligned to the Common Core State Standards in order to prepare students to be college and career ready."

Sep 04, 2018 to Jun 30, 2020 - Classroom teachers/ ILT/ School administration

Status history

May 21

ON-TRACK   May 21, 2018
            Evidence
            unit plans and lesson plans aligned to CCSS

ON-TRACK

Peer Observations: Teachers will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms."

Sep 04, 2018 to Jun 30, 2020 - Classrom Teachers/ SPED Teachers / Principal / ILT

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
peer observation schedule

ON-TRACK

Assessment: Teachers will develop and provide weekly differentiated assessments. Teachers will Assessment data will determine students' strengths and needs leading to a modified instructional plan."

Sep 04, 2018 to Jun 30, 2020 - Classrom Teachers/ SPED Teachers/EL teachers/Principal/Assistant Principal/ILT

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
lesson plans will include assessment section, assessments and unit plans will be

ON-TRACK

Reteaching Practices: After administering and reviewing assessment data, teachers will review difficult test items and skills with students to help students work through their errors and learn from their mistakes."

Sep 04, 2018 to Jun 30, 2020 - Classrom Teachers / ILT/ Principal/

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
analyzing student work during team meetings, item analysis teacher reflections

ON-TRACK

MTSS: College tutors will support the MTSS coordinator and provide additional small group instruction. Tier II and Tier III students will receive additional scaffolding which will focus on their precise area of need: i.e.early reading behaviors, fluency, comprehension, vocabulary."

Sep 04, 2018 to Jun 30, 2020 - teacher, MTSS coordinator, College tutors, teachers, case manager, principal, assistant principal

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
MTSS coordinator, psychologist, and classroom teachers will meet to review MTSS strategies and progress monitor students

ON-TRACK

After School Programming: After school differentiated programs will support students academically in language arts for all grades Kindergarten-8th grades. These programs will provide students with additional instructional minutes to improve literacy skills."

Sep 04, 2018 to Jun 30, 2020 - Teachers, after school coordinator, assistant principal, and principal

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
After school programming schedule, student rosters

ON-TRACK

RIT Band Reading: All students will participate in NWEA Reading RIT Class based on their RIT scores. Student progress will be monitored throughout the year by teachers to ensure that students are placed accurately in RIT band reading. Students will progress more quickly because they will be with peers performing at the same level."

Sep 04, 2018 to Jun 30, 2020 - Principal/Leadership Team/Teachers/Students

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
RIT Band roster and tracker

ON-TRACK
Parent Involvement: K-8 Parent data sessions will be held to review NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home. Individual student level reports will be distributed to parents during parent teacher conferences in November and April."

Sep 04, 2018 to Jun 30, 2020 - Principal/Leadership Team/Classroom Teachers/Parents

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
BOY, MOY, EOY parent data sessions

ON-TRACK
Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, CCSS aligned unit and lesson plans, analyze student work, literacy best practices i.e., balanced literacy, word knowledge, questioning, DOK, writing process, discussion groups, levels of questioning."

Sep 04, 2018 to Jun 30, 2020 - All Staff

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
professional development, staff meeting, ILT, and grade cycle agendas

ON-TRACK
Feedback: Teachers will receive feedback on assessments, unit and lesson plans from their colleagues, principal and assistant principal.Teachers will also review their colleagues lessons plans and student work samples to provide critical feedback and use the experience as a positive learning opportunity to enrich their own practice. This will improve the curriculum, presentation and student's learning activities."

Sep 04, 2018 to Jun 30, 2020 - Teachers, ILT, principal, assistant principal

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
schedule for peer review, feedback

ON-TRACK
Primary Literacy Program: Pre-K to 2 teachers will modify their literacy block schedule to include all components of reading. Time will managed effectively to ensure guided, shared and independent reading and writing. This will effectively prepare students for success in intermediate grades. Purchasing of supplemental materials."

Sep 04, 2018 to Jun 30, 2020 - Pre-K-2 teachers, aides, ILT, principal and assistant principal

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
literacy block schedule

BEHIND

Resources: Teachers will be surveyed to share integral resources and materials that are needed in order to support student learning. Teachers will use Technology, core basal program, and additional resources and materials to support student learning. ILT members and teacher input will be constantly reviewed to assess the effectiveness and seek out additional resources to support student learning and increase student outcomes."

Sep 04, 2018 to Jun 30, 2019 - Teacher, ILT members, Principal, Assistant Principal, Clerk, Technology assistant

Status history
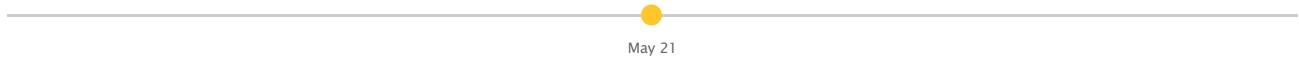
May 21

BEHIND | May 21, 2018
Problem
Resource material inventory lists,
Root Cause
Next steps

Strategy 2

ON-TRACK

Differentiation: Teachers will plan lessons that will include differentiated math groups. This will enhance critical thinking in problem solving real world applications."

Sep 04, 2018 to Jun 30, 2020 - Teachers, principal, assistant principal

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
differentiated questions on lesson plans

ON-TRACK

Curriculum: Teachers will develop and implement quarterly math unit plans and assessments aligned to the Common Core State Standards in order to prepare students to be college and career ready."

Sep 04, 2018 to Jun 30, 2020 - Teachers, principal, assistant principal

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
CCSS aligned unit plans and assessments

ON-TRACK

Peer Observations: Teachers will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms."

Sep 04, 2018 to Jun 30, 2020 - teachers, principal, assistant principal

Status history

May 21

ON-TRACK
May 21, 2018
Evidence
peer observation schedule

ON-TRACK

Assessment: Teachers will develop and provide weekly differentiated math assessments. Assessment data will determine students' strengths and needs leading to a modified instructional plan."

Sep 04, 2018 to Jun 30, 2020 - teachers, principal, assistant principal

Status history

May 21

ON-TRACK
May 21, 2018
Evidence
differentiated assessments

ON-TRACK

Reteaching Practices: After administering and reviewing math assessment data, teachers will review difficult test items with students to help students work through their errors and learn from their mistakes."

Sep 04, 2018 to Jun 30, 2020 - teachers, students

Status history

May 21

ON-TRACK
May 21, 2018
Evidence
analyzing student work during team meetings

ON-TRACK

MTSS: College tutors will support the MTSS coordinator and provide additional small group instruction in math. Tier II and Tier III students will receive additional scaffolding which will focus on their precise area of need."

Sep 04, 2018 to Jun 30, 2020 - teachers, principal, assistant principal, MTSS coordinator, College tutors

Status history

May 21

ON-TRACK
May 21, 2018
Evidence
MTSS schedule, implementation, progress monitoring

NOT STARTED

After School Programming: After school differentiated programs will support students academically in math for all grades Kindergarten-8th grades. These programs will provide students with additional instructional minutes to improve math skills."

Sep 04, 2017 to Jun 30, 2018 - teachers, principal, assistant principal, CSI coordinator

Status history

May 21

NOT STARTED
May 21, 2018
Evidence
after school program schedule

NOT STARTED

Parent Involvement: K-8 Parent data sessions will be held to review TRC and NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home."

Sep 04, 2017 to Jun 30, 2018 - parents, teachers, principal, assistant principal

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
BOY, MOY, and EOY parent data sessions

NOT STARTED

Professional Development: Teachers, principal, and assistant principal will focus on school priorities. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, CCSS aligned unit and lesson plans, analyze student work, literacy best practices i.e., math talks, mars tasks, 3 reads, problem solving in real world applications."

Sep 04, 2017 to Jun 30, 2018 - teachers, principal, assistant principal

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
professional development, staff meeting agendas

NOT STARTED

Feedback: Teachers will receive feedback on assessments, and unit and lesson plans from their colleagues, principal and assistant principal. This will improve the curriculum, presentation and student's learning activities."

Sep 04, 2017 to Jun 30, 2018 - teachers, principal, assistant principal

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
revised unit plans and assessments

Strategy 3

ON-TRACK

Materials and Resources: Talman will develop a school wide map that includes instructional materials and resources that are aligned to the CCSS in grades preK-8."

Sep 04, 2018 to Jun 30, 2020 - Teachers, principal, assistant principal, clerk, LSC

Status history

May 21

ON-TRACK — May 21, 2018
Evidence
curriculum map of instructional materials and resources

ON-TRACK

Technology: Chromebooks will be assigned to every classroom to provide all students with the opportunity to use technology on a daily basis. This will improve computer literacy skills and provide students with additional resources to understand concepts."

Sep 04, 2018 to Jun 30, 2020 - Teachers, Classroom Assistant, Assistant Principal, Principal, Clerk

Status history

ON-TRACK   May 21, 2018
Evidence
asset inventory

ON-TRACK   Instructional Resources: Instructional resources will be implemented to increase student fluency in all content areas."

Sep 04, 2018 to Jun 30, 2020 - Teachers, Classroom Assistant, Assistant Principal, Principal, Clerk

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
curriculum map of instructional materials and resources

ON-TRACK
Progress monitoring: Technology resource integration will be monitored biweekly. Student performance is increased after using technology resources."

Sep 04, 2018 to Jun 30, 2020 - Teachers, support staff, Technology Assistant

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
usage reports

Strategy 4

ON-TRACK
Behavior Management: Talman's common school-wide discipline plan includes a tiered approach to behavioral intervention, and builds on incentives and positive behavior recognition."

Sep 04, 2018 to Jun 30, 2020 - Teachers/Support Staff/Counselor/Assistant principal

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
grade cycle behavior management plan

ON-TRACK
Incentives: Talman staff adheres to the Student Code of Conduct when addressing infractions, and establishes incentives for students to work toward, as well, such as "Jean Days," movies, game day, dances, assemblies, etc."

Sep 04, 2018 to Jun 30, 2020 - Teachers/Support Staff/Counselor/Resource Coordinator/ Student Government

Status history

May 21

ON-TRACK   May 21, 2018
Evidence
Incentive plan and calendars

ON-TRACK

Conferences: A variety of conferences related to student safety, attendance, behavior will be held as needed with students, staff members, and parents to address social, emotional, and academic needs."

Sep 04, 2018 to Jun 30, 2020 - Teachers/Support Staff/Counselor/Social Worker/Peer Mediators

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
conference log/verify events

ON-TRACK
Talman Way: A shared ownership of student behavior exists between all teachers in any grade level. The "Talman Way" is commonly focused on by all staff members (teamwork, shared accountability, respect, discipline, hard work, etc.)"

Sep 04, 2018 to Jun 30, 2020 - Teachers/Support Staff/Counselor

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
class expectations poster developed, posted, and implemented in each classroom

ON-TRACK
Social and Emotional Workshops: Social and emotional workshops will take place for students and parents on puberty, relationships, self esteem, bullying, anxiety, etc. So all have the necessary tools for problematic life issues."

Sep 04, 2018 to Jun 30, 2020 - Teachers, Support Staff, Counselor, Social Workers, psychologist,Partnership with Outreach Programs (SWOP, Chicago Women's Health Organization)

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
social emotional workshops were held

ON-TRACK
Restorative Practices: Restorative practices will be implemented to foster a safe learning environment. Community building and constructive conflict resolution will replace suspensions for minor infractions. Morning Meetings will take place weekly in every homeroom to address community building and as an outlet for expression."

Sep 04, 2018 to Jun 30, 2020 - Teachers, Support Staff, Counselor, Social Worker

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
weekly morning meetings and professional development on restorative practices for staff

Strategy 5

ON-TRACK | continue to provide a variety of parent workshops"

Sep 04, 2018 to Jun 30, 2020 - teachers, assistant principal, principal, staff

Status history

May 21

ON-TRACK | provide social/emotional parent workshops. Continue to identify outside resources"

Sep 04, 2018 to Jun 30, 2020 - counselor, social worker, assistant principal, principal, teachers, staff

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
sign in sheets, parent surveys

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

Principal begins the school year by having an Open House and invites parents and community members in the formal state of the school address. During this meeting, the principal describes the importance of parent involvement in several parent committees (NCLB Title I, BAC, PAC, and LSC). School hosts informational/organizational Title I meetings at the end of the year to go over important information and select officers. Principal shares meeting agenda with parents and community members previous to meetings to announce topics for review. Parent meetings and topics to be discussed are shared in our weekly newsletter. Members of the school community thoroughly review and discuss components of the NCLB, Title I school parental involvement plan and policy in order include parent feedback and suggestions. The Parent Involvement Plan will be reviewed at the organizational meeting in September in order to inform parents of Title I committees, school priorities, and to have additional parent and community involvement. Ways to increase parent involvement are discussed at monthly parent meetings. The Parent Involvement Plan and budget will also be thoroughly reviewed mid-year in January to assess what needs to be accomplished and what funds need to spent. The parent plan and budget will also be thoroughly reviewed in May at the end of the year in order to complete an evaluation of what was accomplished and identify priorities for the following year and to ensure that all funds have been used.

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 principal holds annual meetings for parents and community members during the first month of the school year in addition to hosting Title I information and organizational meeting to review policies and important information and to select officers. The principal reviews a variety of data for all student populations, diverse learners and ELLs, trends over time, school and district priorities, and informs parents of their right to be involved in school programs. The principal discusses the roles and responsibilities of NCLB, Title I, PAC, and BAC members. Current members are asked to share with parents and community members in the audience the importance of parent involvement and motivates more parents to be active participants in these committees. The school team reviews school and network priorities and how they align to the current state of the school. Committee members are asked to provide feedback on topics they would like for workshops in order to increase parent and community participation. Presenters are sought out by the EL Liaison, Resource Coordinator, and Principal. The projected date for the Title I Annual Meeting and the Title I PAC Organizational Meeting is during the second week in September.

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.

Talman provides parents with opportunities for regular monthly meetings. Every quarter parents are asked to reflect on activities and programs related to the education of their children--those that are working or not working. Based on this parent feedback and their suggestions, changes are made accordingly. The principal and support staff discuss any changes that need to be made during weekly leadership meetings. The principal delegates actions and implements systems and structures to progress monitor. Parents are also reminded to submit entries in the suggestion box located near the security desk. Suggestions are reviewed and discussed with staff. Changes and updates are then stated on the weekly newsletter to keep parents and community members informed. 90% of parents participate in one or more of the following: conferences, field trips, assemblies, workshops, etc.

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.

Talman provides parents with reports of their children's performance on teacher created, district and state assessments in math, language arts and science. Parents of students that are in Kindergarten-2nd grade receive a student summary of DIBELS/IDEL, and MPG Math results for BOY, MOY, and EOY. Student summary reports provide detailed information to parents regarding what the assessment measured, how the student performed, and practical strategies that can be implemented at home. Students in grades 3-8 receive the PARCC student reports at the beginning of the school year for reading, math and science. Students in grades 2-8 receive benchmark NWEA RIT scores for reading and math. Students are also expected to set short and long term goals. Students are asked to share this template with their parents. Parents are also asked to indicate their role in helping their children reach their goal. BOY, MOY, and EOY data meetings are facilitated for parents. During these meetings, school assessments are discussed and school data is discuss and shared.

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.

Talman provides parents with a form that asks parents to indicate if they would like to receive notice of whether or not their teachers are "highly qualified" during the month of September. The principal will indicate in the weekly newsletter to remind parents about this information.

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.

Talman helps parents in understanding the following: Common Core State Standards, the state's academic achievement standards, state and local assessments (NWEA, DIBELS, IDEL, mClass Math, Explore, Performance Assessments, Benchmark assessments, and Teacher created formative and summative assessments). During the state of the school meeting, the principal shares with parents all the assessments that students will take during the school year and what each one assesses. The principal also reviews the data with our parents. The school team shares strategies on how to monitor student progress and how the school will monitor student progress. Meeting times are scheduled for each teacher to have a meeting with parents to reemphasize what the data is telling us and what strategies parents can implement at home to help their child make progress. Both the principal and teachers also indicate in their weekly newsletter strategies to implement at home to help students. Throughout the year during parent monthly meetings, more information on these assessments is provided for parents.

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.

Talman provides parent workshops that include information, resources, and materials that assist parents in working with their children to improve their academic achievement and to encourage parent involvement. The principal leads the leadership team and teachers in providing parent workshops that include literacy training and technology. Through Talman's partnership with SWOP, parent mentors also receive training in literacy, social, emotional, and physical wellbeing. Talman also hosts family reading and math nights to demonstrate to parents academic strategies that can be implemented at home.

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.

Talman educates all staff in the value and utility of contributions by parents and how to communicate and work with parents as equal partners in the education of their children. A shared ownership of the "Talman Way" is commonly focused on by all staff members (teamwork, shared accountability, respect, discipline, hard work, etc.) A protocol is set up for greeting parents, answering phones, sending letters home, etc. that encourage welcoming parents and community members to Talman.

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.

Talman integrates parent programs and activities for its Pre-K program. Workshop/activities for parents are facilitated by the Pre-K teachers with an introduction by the principal. The school will have three meetings throughout the school year (September, January, and June) to encourage and support parents of our Ready to Learn program. Workshops involve parents working directly with their children on literacy, math, and art projects. Some examples include teacher modeling on how to do a read aloud, letter and sound fluency checks, asking questions, how to communicate with children and engage in rich discussion, and art projects.

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.

Talman consistently ensures that information related to school and parent programs, meetings, and activities is sent to parents. Parents receive a monthly calendar that indicates meeting/activities, dates and times. Parents are also reminded of meeting dates, times, and topics on the principal weekly newsletter, another flier is sent to parents two days before the event with students. Parent mentors also motivate and encourage parents to participate in school events and activities.

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

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.)

The principal leads the the school staff provides high-quality curriculum and instruction in a supportive and effect learning environment that helps students to meet the State's student academic achievement standards in striving to develop students that are college and career ready. The principal leads the school team in one on one instructional coaching, data conversations, and provides resources and materials to help develop teacher practice

Teachers have reevaluated instructional materials and chosen novel and text that are grade level appropriate, aligned with standards, and rigorous for all students in order for students to be college and career ready. Talman staff has developed a Pre-K - grade 8 literacy continuum which includes CCSS and novels, which outlines what will be covered each quarter by grade level. Talman has differentiated materials for reading and math for students with disabilities, varying language proficiency levels, native language needs, and students in need of bilingual support. Talman staff members supplement the social studies, science, and writing curriculum to address Common Core Standards and differentiation. Teachers create extracurricular materials for their ELL students, as well as deliver assessment preparation for PARCC, DIBELS/IDEL, and NWEA assessments.

Talman teachers begin each class by clearly stating the objectives and purpose for learning, as well as reference them written on their whiteboards. Students write objectives and purposes for learning in notebook in grades 1-8. They also clearly communicate directions and procedures both in words and using visuals. They use a variety of types of questions from literal to inferential. Talman staff members use a balanced approach including modeling, guided, shared, and independent practice, in their instruction. Class discussions are facilitated to increase the amount of higher-order questioning that takes place during these discussions. Classrooms are expected to be student driven. Teachers create an environment in which students engage in small group discussions and provide evidence to justify their thinking and responses.

Teachers work in grade cycle meetings to sequence and align standards-based objectives to promote deeper understanding and expose students to a rich variety of fiction and nonfiction text. 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. Tasks are connected to complex texts to increase the rigor and level of students understanding. Teachers use formative assessments to check for understanding, including class discussions, quick-writes, exit slips, note-taking, quizzes, tests, and portfolios. 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 bell ringers and closing activities to introduce and provide closure on each learning topic. While performing peer observations, teachers are tracking the number of higher level and lower level questions being asked of students, and how often students are engaging other students in higher level conversations. Increasing the critical thinking and discussions of students is a priority at Talman and is being tracked carefully.

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

Parent teacher conferences will be on going throughout the year as requested by the teacher, parent, or student. Teachers and support staff are expected to walk their students all the way out to answer any parent questions or address parent concerns. Parents are welcomed to schedule meetings before, after and during school to meet with teachers and support team. Teachers provide a cell phone number or email address to students and families in order to address questions or concerns. Each teacher schedules a meeting at the beginning of the school to meet with parents and discuss routines, curriculum, assessments, systemes of support in place, etc. with parents. There are also two report card pick parent teacher conference dates that are scheduled during the first and 3rd quarter.

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 are provided with progress reports every 5th week of each each quarter and a report card at the end of each quarter that indicate students' progress. Remediation plans are also distributed to the parents of students that are receiving Ds and Fs. These are detailed, strategic plans that indicate that the students, teacher, and parent will do in order to help the student improve academically. Teachers are expected to have in place a system for providing consistent and frequent reports on student progress to parents. For example, teachers have implemented the Monday Folder system in which they send home graded assessments, classwork, and homework. This folder goes home with students on a weekly basis and must return back signed. Parents are also encouraged to add an account on the parent portal.

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

Talman provides parents to access to staff. Talman's website includes teacher and support email addresses. Each teacher has their own page where they upload classroom news from instruction to extracurricular activities. Parent teacher conferences will be on going throughout the year as requested by the teacher, parent, or student. Teachers and support staff are expected to walk their students all the way out to answer any parent questions or address parent concerns. Parents are welcomed to schedule meetings before, after and during school to meet with teachers and support team. Teachers provide a cell phone number or email address to students and families in order to address questions or concerns. Each teacher schedules a meeting at the beginning of the school to meet with parents and discuss routines, curriculum, assessments, systems of support in place, etc. with parents. There are also two report card pick parent teacher conference dates that are scheduled during the first and 3rd quarter.

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.

Talman provides parents with opportunities to volunteer and participate in their children's classes. Through Talman's partnership with SWOP, parent mentor work in all classrooms daily. Many parents volunteer after the parent mentor program has ended. The principal and classroom teachers invite parents to come volunteer in classroom consistently in meetings and on the weekly newsletters that are sent home with students. Parent participation is celebrated and awared during the Awards Assembly in early June.

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

Parents are encourage to support their children's learning throughout the year. During workshops and meetings presented by the Talman staff parents are demonstrated strategies and practices that should be implemented at home to assist with student learning. Principal and teacher newsletter give practical strategies and practices that parents can implement at home. Attendance is closely monitored by principal. Students that are chronically absent or tardy are called directly or spoken to by the principal, assistant principal, or security guard. Home visits are made if necessary. Classroom teachers are expected to have a system in place for homework completion. Each teacher provides incentives for students have good attendance, are in good academic standing and for stewardship. The school supports this as well by providing students with school wide monthly and end of quarter incentives.

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

Talman provides parents with opportunities to participate in decisions relating to the education of their children during regular monthly meetings. Every quarter parents are asked to reflect on activities and programs related to the education of their children on what is working and not working. Based on this parent feedback and their suggestions, changes are made accordingly. Principal and support staff meet during weekly leadership team meeting and discuss any changes that need to be made. Principal delegates actions and implements systems and structures to progress monitor. Parents are also reminded to submit entries in the suggestion box located near the security desk. Changes and updates are then stated on the weekly newsletter to keep parents and community members informed.

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).

Talman students share the responsibility for improved student academic achievement.

As evidenced by the student responses on the My Voice, My School Survey, students feel that they have an advocate who cares for them deeply and supports them at Talman. The principal leads the staff in holding student grade cycle meetings where the news is shared and student feedback is asked on what is working and what needs work. Students feels like they have a voice and that it is heard. Support staff is aligned with classrooms in order to provide academic, social, and emotional support as needed to students. 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 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 cultural units in order to expose students to many different countries and cultures to and increase class participation. Principal leads the school staff in holding students accountable for their own learning.

Parent Budget   Not 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.

(Blank)

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

Account(s)	Description	Allocation

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.	$ 1075 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600 .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)	$ 1000 .00

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
 For Parents use only. | $ | 0 | .00 |

| <p>54205</p>**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 |

| <p>54565</p>**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 |

| <p>53510</p>**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. | $ | Amount | .00 |