Mancel Talcott Elementary School (/school-plans/420)  /  Plan summary

# 2016-2018 plan summary

Team

| Name | Role | Email | Access |
|------|------|-------|--------|
| Jessica Kertz | Assistant Principal | jlkertz@cps.edu | Has access |
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| Cynthia Wilson | 3rd/7th/8th Teacher and Case Manager | cvwilson@cps.edu | Has access |
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| Tanya Drummond | LSC Chair | tanya@adrummondfamily.com | No Access |
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| Karen Hall | Teacher | khall29@cps.edu | Has access |

Team meetings

| Date | Participants | Topic |
|------|-------------|-------|
| 01/26/2016 | Bahena, Jones, Kertz, D'Addario, C. Wilson, Torres, Schott | CIWP Overview (Updates for 2016-2018), Personal Learning Plans, On Track Report |
| 02/02/2016 | Bahena, Jones, Kertz, D'Addario, C. Wilson, Torres, Schott | School Effectiveness Framework (SEF) Evidence |
| 02/09/2016 | Bahena, Jones, Kertz, Korbakis, D'Addario, C. Wilson, Torres, Schott | School Effectiveness Framework (SEF) Evidence |

| | | |
|---|---|---|
| 02/16/2016 | Bahena, Jones, Kertz, Korbakis, D'Addario, C. Wilson, Torres, Schott | School Effectiveness Framework (SEF) Evidence |
| 02/23/2016 | Bahena, Jones, Kertz, Korbakis, D'Addario, C. Wilson, Torres, Schott, Reyes | SEF Evidence |
| 03/01/2016 | Bahena, Jones, Kertz, Korbakis, D'Addario, C. Wilson, Torres, Schott | SEF Evidence |
| 03/08/2016 | Bahena, D'Addario, Korbakis, Schott | SEF Ratings |
| 03/15/2016 | Bahena, D'Addario, Korbakis, Schott, Torres | SEF Priorities |
| 03/22/2016 | Bahena, C.Wilson, Korbakis, Torres, Kertz and Jones | SEF Priorities |
| 03/29/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 04/05/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 04/07/2016 | Bahena, D'Addario, Torres, Drummond, Arriaga, Petropolous, Laureano and audience | Presentation to LSC Meeting |
| 04/21/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 04/26/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 05/03/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 05/10/2016 | Bahena, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | Strategies Development |
| 05/24/2016 | Kertz, C. Wilson, Korbakis, Schott, Torres, Kertz, Jones, D'Addario | CIWP Network 6 Feedback Revisions and Synthesis |

School Excellence Framework

Culture of & Structure for Continuous Improvement                    4 of 4 complete

**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

> Revised Talcott Mission Statement
>
> OUR MISSION
> In collaboration with parents and our community, the mission of Talcott Fine Arts and Museum Academy is to develop the whole child through an equitable and rigorous curriculum grounded in our core values to promote the success of our diverse community.
>
> Our core values include:
> - Creating a school climate that fosters a culture of caring and respect.
> (Second Step, Class Meetings, Literacy Night, Learning walks)
>
> - Exposing the beauty and power of the Arts to support personal and academic development.
>
> Strategic Specials (Music, Dance, Theatre, Technology, Physical Education) Scheduling
> *120 min of physical activity
> *In depth study of fine art and technology

*5 week rotation
*5 week Specialist Showcase
*Partnerships with local artists and musicians invited by Fine Arts Team to participate in projects and presentations throughout the school year.

- Fostering bilingualism, biliteracy and enhancing awareness of linguistic and cultural diversity through Dual Language Instruction.

- Excelling in a global society in a changing technological world.

By enacting this mission, Talcott students will graduate rooted in their development as problem solvers, intellectual thinkers, and socially conscious people who can successfully face their academic futures.

Evidence of our core values:
Creating a school climate that fosters a culture of caring and respect.
UIC Partnership
-- Home Visits
-- Learning Walks
-- Lesson Study
-- POP protocol for all GLM

Fostering bilingualism, biliteracy and enhancing awareness of linguistic and cultural diversity through Dual Language Instruction.

Requirement of ESL and/or Bilingual Endorsement for all teachers

Requirement of ACCESS Certification for all teachers

UIC research on Spanish development for grades 1, 3, 5, 8

CPS Dual Language Consortium

Dual Language Consortium Leadership

Representatives sent to national dual language conference "La Cosecha"

Bi-monthly Dual Language Leadership Team meetings to work on yearly Action Plan

Participation in "Leadership in Blended Learning" (Kertz and Unkovich)

Chicago Principals Fellowship

ILT Meetings twice a month- 7:00-7:45am

Placement of student teachers, clinical hours, and doctoral observation hours from University of Northern Iowa, University of Illinois, Erikson Institute, University of CHicago and Depaul University

Partnership with Junior Achievement with Wells High School

Participation in Chicago Leadership Collaborative(CLC)

Partnership with Hubbard Street Dance to integrate reading skills with movement.

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott Received A Score Of 60 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• Collaborative Practices (55 - Neutral)
• Collective Responsibility (65 - Strong)
• Quality Professional Development (57 - Neutral)
• School Commitment (58 - Neutral)
• Teacher-Teacher Trust (67 - Strong)

Talcott CPS Framework for Teaching:
4A (Growing and Developing Professionally)
- Proficient: 48%
- Distinguished: 52%

## 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.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) <br> ✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders <br> Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally <br> 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP <br> A2. Implements Data Driven Decision Making and Data Driven Instruction <br> A5. School Vision and Mission Drive Decision-Making <br> D4. Demonstrates Change Management |

**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 purpose of the ILT at Talcott is to be a community of advanced learners who facilitate common goals and practices for growth and communication throughout the school. Our primary goals are:

To strengthen professional learning and instructional practice
Use qualitative & quantitative data to make instructional decisions
To strengthen student motivation and learning school wide

Bi-monthly ILT Meetings

Schoolwide representation

Schoolwide data analysis

ILT Distributed Leadership

Presentation in Grade level meetings

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott CPS Framework for Teaching:
4A (Growing and Developing Professionally)
- Proficient: 48%
- Distinguished: 52%

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

| | |
|---|---|
| Suggested Evidence | ✓ ILT Effectiveness Rubric Score<br>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)<br>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff<br>✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>B5. Supports Teacher Teams |

**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 Days
Friday, November 13
Friday, February 5

Monday Flex Day PD
Tuesday, September 1st

Monday, September 21
Monday, October 19
Monday, November 16
Monday, December 7
Monday, January 11
Monday, February 1
Monday, February 22
Monday, March 14
Monday, April 4
Monday, May 2
Monday, May 23
Monday, June 13

Weekly Grade Level Meetings-grade levels using POP protocol developed by the ILT

Monday, December 14, Retreat with 7th-8th grade teachers

Professional Learning Community Meetings
-Dual Language Team
-Diverse Learner Specialist Meeting

Partnership with UIC-Center for Urban Education Leadership-U.S. Department of Education
-Collaborative inquiry-focused cycles of professional learning throughout SY 2015-2016 with Dr. Ginsberg
-Develop instructional leadership to create intrinsically motivating and rigorous adult (teacher) learning
-Strengthen teacher capacity to create intrinsically motivating and rigorous student learning
-Strengthen studying motivation and learning to meet or exceed rigorous academic standards
-develop strong family and community partnerships for ongoing school improvement focused on motivation and learning
-Develop Talcott as a model UIC-CPS teacher leadership development school for aspiring and experienced educators at all levels of the system

Weekly Learning Walks with grade level clusters

Lesson Study

Blended Learning pilot program

ATLAS participant (40 hour commitment over 2 year period)

Socratic Seminar Training (12 hour (3 day) training on how to execute and lead Socratic Seminar)

CCSS Math (Network 6)

CCSS ELA (Network 6)

Placement of student teaching, clinical hours and doctoral observation hours from University of Northern Iowa, University of Illinois, Erickson Institute, University of Chicago, and Depaul University.

All teachers required to have ACCESS training

All teachers required to have ESL and/or Bilingual Endorsement

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott CPS Framework for Teaching:
4A (Growing and Developing Professionally)
- Proficient: 48%
- Distinguished: 52%

## 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?<br>✓ PD agendas, PD feedback surveys<br>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | B2. Observes and Evaluates Staff and Gives Feedback to Staff<br>B6. Professional Development Provided for Staff |

**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

Time: Strategic Scheduling
Fine Arts, Technology and Physical Education Block Schedules
Intervention Schedule with specialists, retiree and educational support staff
Strategic specialty schedule to have appropriate lunch/recess allotment for different grade clusters


Budget:

Subscription to the following instructional materials:
My Math
Lucy Calkins Reading and Writing
DePaul Learning priorities
Social Studies Framework 3.0
Interactive Science / FOSS
Second Step

Staff:

ILT
Outside Contractor for Tech Support
Specialist allocation to intervention


Community Resources:

LEAP Innovations Blended Learning Cohort and Pilot Network

Wolcott School Reading Buddies

Junior Achievement with Wells High School, K-4

WITS Partnership
Mid-day mentoring, WITS Kindergarten, WITS at Work

Common Threads

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

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• Instructional Leadership (38 - Weak)

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• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott CPS Framework for Teaching:
4A (Growing and Developing Professionally)
- Proficient: 48%
- Distinguished: 52%


## 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<br>✓ Teacher retention rates<br>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)<br>✓ Candidate interview protocol documents<br>✓ List of community-based organizations that partner with the school and description of services<br>✓ Evidence of effectiveness of the services that community-based organizations provide<br>✓ Budget analysis and CIWP |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers |

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

Strategic Specials (Music, Dance, Theatre, Technology, Physical Education) Scheduling
*120 min of physical activity
*In depth study of fine art and technology
*5 week rotation
*5 week Specialist Showcase

Technology Integration
-Students have access to computers
*computer labs on each floor
*Laptop, Chromebook carts
-Adobe Youth Voices
-Big Universe (online library)
-BrainPop (online resource that engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, etc.)
-Google Exploration
- Smartboards installed in all PreK-2nd grade classrooms with staff training and support provided by technology specialist.

Blended Learning Pilot

Interdisciplinary Units, project-based learning.
-Teachers collaborated to create 2 interdisciplinary units for the 2015-2016 school year.


Instructional Alignment NextGen Science Standards
-FOSS (K,1st,2nd,& 6th)
-Interactive Science (3rd-5th, 7th-8th)


Instructional Alignment to Common Core State Standards
-Balanced Literacy Instruction
*Writer's Workshop
*Reader's Workshop
*Read Aloud
*Vocabulary Development
*Word Knowledge
*Guided Reading

-CCSS Math
*My Math Curriculum K-5th Grades
*Connected Math 6th-8th grade
*Engage New York (additional resources)

Social Emotional Curriculum Prek-8, Second Step

Partnership with UIC-Center for Urban Education Leadership-U.S. Department of Education
-Weekly Learning Walks with grade level cluster teams
-The Lesson Study protocol with cluster grade bands
-Home Visits

MTSS
-Students who are in MTSS received Student Progression Outline which is a detailed summary of what the student in working on during interventions on Jan.8, March 11, April 13, May 20.

Diverse Learners Program
*IEP Development
*Case management shared between Case manager and Learning Specialists
*Inclusion Teaching Models (Co-teach, Team-Teach, Parallel Teach)
*Student Portfolio Development


Partnership with National Mexican Museum of Arts across 4 grades: K, 1st, 3rd and 4th grades. Artists works with teachers in the classroom and at the museum to understand and create visual arts representative of culture and identity.

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

CPS Framework for Teaching:
1a: 87% Proficient, 13% Distinguished
1d: 3% Basic, 97% Proficient
3a: 3% Basic, 77% Proficient, 19% Distinguished
3c: 6% Basic, 77% Proficient, 16% Distinguished

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g.  AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**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

Schoolwide Curriculum
Support Resources:
IXL- A dynamic and personalized learning tool with skills aligned to common core standards and broken up by subject and grade.
MyMath- Comprehensive McGraw Hill published math curriculum that provides guided lessons, homework, differentiation, assessment and online support.
Big Universe- A leveled, online library accessible to students K-8 with built-in skills practice and comprehension assessment.
Reading A-Z
RAZ Kids- Home-centered skill focus allowing students and parents individualized reading practice outside of school.
Brain Pop- Online resource that engages students through animated movies, learning games, interactive quizzes, primary source activities, concept mapping, etc.
Smart Boards (Pre-K-3rd)- Hands-on digital tool that allows students and teachers to interact with curriculum content by drawing and manipulating objects on a big screen.
MobyMax-

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

Talcott CPS Framework for Teaching:
1a: 87% Proficient, 13% Distinguished
1b: 10% Basic, 65% Proficient, 26% Distinguished
1c: 13% Basic, 81% Proficient, 6% Distinguished
1d: 3% Basic, 97% Proficient

## 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

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

**Rigorous Student Tasks:**

Score

1 **2** 3 4

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)

Quarterly Benchmark Assessment
- Quarterly Benchmark Assessment and Analysis by teacher

- Cross-grade analysis of Quarterly Benchmark Assessment

Learning Walks
-Teachers and administrators use rubric to examine rigor, tasks and competence across grade levels.

Interdisciplinary Units
-Teachers develop interdisciplinary unit plans with grade band teachers to include rigorous texts, tasks and assessments

MTSS
-Students who are in MTSS received Student Progression Outline which is a detailed summary of what the student in working on during interventions on Jan.8, March 11, April 13, May 20.

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

CPS Framework for Teaching:
1d: 3% Basic, 97% Proficient
2b: 3% Basic, 71% Proficient, 26% Distinguished
3b: 19% Basic, 61% Proficient, 19% Distinguished
3c: 6% Basic, 77% Proficient, 16% Distinguished

## 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 (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

**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

High School Readiness
Advisory Program in grades 6-8
Parent Workshops for HS Applications
High Jump Application Workshops


College and Career Readiness

Each 7th-8th grade classroom was assigned a college/university to which they were attached. Classrooms were asked to create chants, researched their college/university and participated in friendly competitions in which all students were …

College Pennants on 3rd floor to motivate students for college attendance

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

CPS Framework for Teaching:
2b: 3% Basic, 71% Proficient, 26% Distinguished

## 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, 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 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 8$^{th}$ Grade Algebra to all eligible 8$^{th}$ 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.
  - **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.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Data on college visits and college fair information<br>✓ Naviance Monthly Data<br>✓ Scholarships earned<br>✓ Artifacts, plans, or timelines related to successful transitions structures<br>✓ To & Through data |
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates<br>✓ Early College and Career Credentials |
| Five Essentials | Ambitious Instruction          Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort<br>C2. Builds a culture of high aspirations and achievement for every student. |

Expectations for depth & breadth of Quality Teaching

**Instruction:**

Score

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.

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Interdisciplinary Units, project-based learning.
-Teachers collaborated to create 2 interdisciplinary units for the 2015-2016 school year.

Partnership with UIC-Center for Urban Education Leadership-U.S. Department of Education
-Use of the Motivational Framework to lesson plan
-Weekly Learning Walks with grade level cluster teams
-The Lesson Study protocol with cluster grade bands
-Home Visits


Strategic Specials (Music, Dance, Theatre, Technology, Physical Education) Scheduling
*120 min of physical activity
*In depth study of fine art and technology
*5 week rotation
*5 week Specialist Showcase

Diverse Learners Program
*IEP Development
*Case management shared between Case manager and Learning Specialists
*Inclusion Teaching Models (Co-teach, Team-Teach, Parallel Teach)
*Student Portfolio Development

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

Talcott Received A Score Of 43 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• Program Coherence (48 - Neutral)
• Teacher-Principal Trust (47 - Neutral)
• Teacher Influence (40 - Neutral)
• Instructional Leadership (38 - Weak)

CPS Framework for Teaching:
3a: 3% Basic, 77% Proficient, 19% Distinguished
3b: 19% Basic, 61% Proficient, 19% Distinguished
3c: 6% Basic, 77% Proficient, 16% Distinguished
3d: 13% Basic, 77% Proficient, 10% Distinguished
3e: 3% Basic, 87% Proficient, 10% Distinguished

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## 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.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)<br>✓ Informational observations, peer observations, learning walks<br>✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth<br>✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Supportive Environment |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>B2. Observes and Evaluates Staff and Gives Feedback to Staff |

**Multi-Tiered System of Support:**

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.

Score

1    2    **3**    4

MTSS System
Teacher driven data monitoring
Individualized student
Students who are in MTSS receive a Student Progression Outline which is a detailed summary of students work and goals
Targeted students receive at least two hours of focused individualized support throughout the week in addition to core supports in the classroom.

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

Talcott Received A Score Of 60 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators
Of This Essential:
• Collaborative Practices (55 - Neutral)
• Collective Responsibility (65 - Strong)
• Quality Professional Development (57 - Neutral)
• School Commitment (58 - Neutral)
• Teacher-Teacher Trust (67 - Strong)

CPS Framework for Teaching:
1a: 87% Proficient, 13% Distinguished
1b: 10% Basic, 65% Proficient, 26% Distinguished
1d: 3% Basic, 97% Proficient
2d: 97% Proficient, 3% Distinguished
3d: 13% Basic, 77% Proficient, 10% Distinguished
3e: 3% Basic, 87% Proficient, 10% Distinguished

## Guide for Multi-Tiered System of Support

- **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 (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) 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)<br>✓ Evidence of Personal Learning Plan (PLP) implementation<br>✓ Integrated data system that informs instructional choices<br>✓ Flexible learning environments<br>✓ Use of student learning plans<br>✓ Use of competency-based assessments<br>✓ Use of personalized learning rubric<br>✓ Evidence of On Track monitoring and supports |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Attendance Rates<br>✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy<br>1b. Demonstrating Knowledge of Students<br>1d. Designing Coherent Instruction<br>2d. Managing Student Behavior<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness<br>4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B3. MTSS Implemented Effectively in School |

**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

School-wide Assessments
Quarterly Benchmark Assessments
ACCESS Testing
NWEA Testing
PARCC Testing
Grading Guidelines for 1st-6th Grades
Grading Guidelines for 7th and 8th Grades

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

CPS Framework for Teaching:
1c: 13% Basic, 81% Proficient, 6% Distinguished
1e: 16% Basic, 74% Proficient, 10% Distinguished
3d: 13% Basic, 77% Proficient, 10% Distinguished
4a: 48% Proficient, 52% Distinguished

## 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 (http://www.udlcenter.org/aboutudl/udlcurriculum) **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 (http://www.csai-online.org/spotlight/assessment-design-toolkit).
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
  - **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
      - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
      - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments<br>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan<br>✓ Evidence of assessment data analysis for the purpose of planning<br>✓ Assessment calendar<br>✓ Examples of gradebooks<br>✓ School's grading policy<br>✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives<br>1e. Designing Student Assessment<br>3d. Using Assessment in Instruction<br>4a. Reflecting on Teaching & Learning<br>4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

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

Student work posted and celebrated throughout the building.

Showcases for parents and community biquarterly in all Specials.

Partnerships with local artists and musicians invited by Fine Arts Team to participate in projects and presentations throughout the school year.


Preschool students share their learning experience in Student Led Conferences, twice a year.

Principal hosts a Quarterly Awards Ceremony for parents, teachers and students to celebrate student achievements and promote a culture of goal setting for improvement.

Awards Ceremony awards "Most Improved Boy" and "Most Improved Girl" to promote perseverance in academic growth.

Honor Roll awards students for who earn all As and Bs.

Specialists award students for competence, perseverance and motivation in the fine arts, technology and physical education.

MTSS
-Students who are in MTSS received Student Progression Outline which is a detailed summary of what the student in working on during interventions on Jan.8, March 11, April 13, May 20.

Diverse Learners Program
*IEP Development
*Case management shared between Case manager and Learning Specialists
*Inclusion Teaching Models (Co-teach, Team-Teach, Parallel Teach)
*Student Portfolio Development


Dual Language Program
*Teachers participate in Dual Language Consortium
*Representatives sent to national dual language conference "La Cosecha"
*Bi-monthly Dual Language Leadership Team meetings to work on yearly Action Plan
- Dual Language Program in place for 9 years using the research-based dual language model to best serve our 44% EL population and promote bilingualism and biculturalism.

- Exposing the beauty and power of the Arts to support personal and academic development.
Strategic Specials (Music, Dance, Theatre, Technology, Physical Education) Scheduling
*120 min of physical activity
*In depth study of fine art and technology
*5 week rotation
*5 week Specialist Showcase
*Partnerships with local artists and musicians invited by Fine Arts Team to participate in projects and presentations throughout the school year.
*Certified ELL specialist support ELL's in monolingual rooms for 200 minutes per week.

Talcott Received A Score Of 59 On Ambitious Instruction, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• English Instruction (58 - Neutral)
• Math Instruction (57 - Neutral)
• Academic Press (67 - Strong)
• Quality Of Student Discussion (54 - Neutral)

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

Talcott Received A Score Of 60 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:
• Collaborative Practices (55 - Neutral)
• Collective Responsibility (65 - Strong)
• Quality Professional Development (57 - Neutral)
• School Commitment (58 - Neutral)
• Teacher-Teacher Trust (67 - Strong)

CPS Framework for Teaching:
2b: 3% Basic, 71% Proficient, 26% Distinguished

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<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**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

Weekly learning walks conducted amongst grade level clusters and facilitated by UIC partnership.


Parents are hired to guide the students through their transitions, facilitate lunch and recess and lead after school daycare. This strengthens the school's community ties.


Diverse Learners Program
*IEP Development in partnership with school team , administration, parents and students
*Inclusion Teaching Models (Co-teach, Team-Teach, Parallel Teach)
*Student Portfolio Development to share with families


Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

Talcott Received A Score Of 60 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators
Of This Essential:
• Collaborative Practices (55 - Neutral)
• Collective Responsibility (65 - Strong)
• Quality Professional Development (57 - Neutral)
• School Commitment (58 - Neutral)
• Teacher-Teacher Trust (67 - Strong)

CPS Framework for Teaching:
1b: 10% Basic, 65% Proficient, 26% Distinguished
2a: 71% Proficient, 29% Distinguished

## 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<br>✓ School Climate Standards Self-Assessment |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>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<br>E1. Creates a Culturally Responsiveness Climate |

**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

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After School Program

Academic After School Tutoring
School Play
Chess Club
Soccer
Basketball
Travel Club
Mexican Folkloric Dance
Volleyball
Visual Media
World Cuisine
Band
K-2 Geography Club

Winter Celebration and School Play
Inclusive productions, written and performed by students with the facilitation of Talcott Fine Arts Team.
Widespread community involvement in both production and audience.

Participate in West Fest

-Improved community awareness about school

-Registered students for pre-k
-Hired kids from outside the school to play in bands
-Hired chiefs to teach and model healthy living

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

CPS Framework for Teaching:
1b: 10% Basic, 65% Proficient, 26% Distinguished
2a: 71% Proficient, 29% Distinguished
3c: 6% Basic, 77% Proficient, 16% Distinguished

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

**Students…**

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**

- Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
  - **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
  - **Consider how people in a democratic society effect change.**
  - **Consider their roles and responsibilities as a member of the community.**
  - **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|---|---|
| Suggested Evidence | ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) <br> ✓ Student interest surveys (and/or other avenue for student input) <br> ✓ Policies regarding student engagement in decision making <br> ✓ Student government or committee charter and responsibilities <br> ✓ MVMS Student Survey completion rates and results |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students <br> 2a. Creating an Environment of Respect and Rapport <br> 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilizes Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Social Science 3.0 <br> Social Emotional Learning 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

Two, Full-Time Safety
and Security Officers
Oscar Molina
Luz Rosario


Safety Protocols
Monthly Fire Drills
Shelter-In-Place Drill
Lockdown Drill
Bus Evacuation Drill
Carbon Monoxide Monitoring
Annual Allergen Drill
CPR/AED/First Aid Certified Staff Members

School-wide Safety Norms
- Hallway and Lunchroom Volume Norms
- Bathroom norms
- Entry and Exit Procedures

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

CPS Framework for Teaching:
2a: 71% Proficient, 29% Distinguished
2c: 3% Basic, 81% Proficient, 16% Distinguished
2d: 97% Proficient, 3% Distinguished


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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
    - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ MVMS score – "Safety" <br> ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? <br> ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. <br> ✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score <br> ✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport <br> 2c. Managing Classroom Procedures <br> 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

**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.

The Second Step program provides a K-8 curriculum centered on explicit instruction of the social skills and academic dispositions required for success.

Parent/Teacher/Teacher Restorative Conversations

Talcott Received A Score Of 58 Represents Its Aggregate Performance Across Five Key Indicators
Of Supportive Environment:
• Peer Support For Academic Work (72 - Strong)
• Academic Personalism (42 - Neutral)
• Safety (61 - Strong)
• Student-Teacher Trust (56 - Neutral)

CPS Framework for Teaching:
2a: 71% Proficient, 29% Distinguished
2d: 97% Proficient, 3% Distinguished

## 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.
    - Post and refer to clear, positively stated expectations and model expected behaviors.
    - Create routines and procedures central to the learning environment.
    - 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 continuum of responses to behavior to effectively change student behavior.**
    - Ensure classroom instruction continues when problem behavior occurs.
    - Prefer responses that do not remove students from regular instructional setting or after school activities.
    - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
    - Support teachers to engage in restorative conversations or respond to behavior incidents.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
    - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
      - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
      - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
      - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.


## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Misconduct data (Dashboard)<br>✓ My Voice, My School survey responses |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport<br>2d. Managing Student Behavior<br>4c. Communicating with Families |
| CPS Performance Standards for School Leaders | C3. Staff/Student Behavior Aligned to Mission and Vision of School |
| Content Standards | Social Emotional Learning Standards |


**Parent Partnership:**

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1   2   **3**   4

Diverse Learners Parent Meetings/Workshops
- Parents are provided with guest speakers, trained clinicians and other professionals to address topics to assist them in supporting their child

PAC & BAC-Meetings take place 1st Wednesday of each month
-November 4, 2015
-December 2, 2015
-January 6, 2016
-February 6, 2016
-March 2, 2016
-April 6, 2016
-May 4, 2016
-June 1, 2016


PTO
-Art to Remember Fundraiser
-Picture with Santa Fundraiser
-Scholastic Book Fair

Parent Emails from Administration about upcoming events

West Fest Kid Fest Participation- Parent and teacher volunteers for full weekend

Family Day Celebration

Parent Attendance at Quarterly Awards Ceremonies

Open Houses for current and prospective families

Specials' Showcase Days

Talcott Received A Score Of 70 Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:
• Teacher-Parent Trust (80 - Very Strong)
• Parent Involvement In School (68 - Strong)
• Parent Influence On Decision Making In Schools (62 - Strong)

CPS Framework for Teaching:
2c: 3% Basic, 81% Proficient, 16% Distinguished

Guide for Parent 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 Quality Teaching: Balanced Assessment & Grading | 1 2 **3** 4 5 ∅ |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 **4** 5 ∅ |
| 2 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 2 3 4 **5** ∅ |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 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 | 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 Support | 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: Instructional Materials | 1 2 3 4 5 **∅** |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 **∅** |
| 3 | Expectations for Quality & Character of School Life: Parent Partnership | 1 2 3 4 5 **∅** |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 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: Professional Learning | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)                                                18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| **National School Growth Percentile - Reading** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 87.00 | 66.00 | 71.00 | 80.00 |
| **National School Growth Percentile - Math** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 74.00 | 74.00 | 79.00 | 90.00 |
| **% of Students Meeting/Exceeding National Ave Growth Norms** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 64.00 | (Blank) | 70.00 | 75.00 |
| **African-American Growth Percentile - Reading** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | (Blank) | 0.00 | 0.00 |
| **Hispanic Growth Percentile - Reading** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 86.00 | 64.00 | 70.00 | 75.00 |
| **English Learner Growth Percentile - Reading** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | 13.00 | 30.00 | 40.00 |
| **Diverse Learner Growth Percentile - Reading** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | 15.00 | 30.00 | 40.00 |
| **African-American Growth Percentile - Math** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | (Blank) | 0.00 | 0.00 |
| **Hispanic Growth Percentile - Math** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 69.00 | 76.00 | 78.00 | 90.00 |
| **English Learner Growth Percentile - Math** | | | | |
| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | 61.00 | 70.00 | 75.00 |

**Diverse Learner Growth Percentile - Math**

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | (Blank) | 8.00 | 10.00 | 30.00 |

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

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 55.00 | 63.00 | 70.00 | 80.00 |

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

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 56.00 | 69.00 | 76.00 | 85.00 |

**National School Attainment Percentile - Reading (Grade 2)**

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 84.00 | 86.00 | 90.00 | 92.00 |

**National School Attainment Percentile - Math (Grade 2)**

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 83.00 | 64.00 | 76.00 | 85.00 |

**% of Students Making Sufficient Annual Progress on ACCESS**

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 47.10 | 46.70 | 55.00 | 65.00 |

**Average Daily Attendance Rate**

| The rationale for goal setting is to ensure that Talcott gets into the next level of performance according to SQRP. | 96.40 | 96.60 | 97.00 | 98.00 |

**My Voice, My School 5 Essentials Survey**

| It is our goal to receive Well Organized for the school year 2016. | (Blank) | (Blank) | (Blank) | (Blank) |

## Custom metrics

0 of 0 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |

## Strategies

### Strategy 1

| If we do... | ...then we see... | ...which leads to... |
| --- | --- | --- |
| If we build instructional leadership capacity on the ILT | 1. distributive leadership initiatives with interdisciplinary planning<br>2. autonomous professional learning communities that utilize Lesson Study and Learning Walk protocols<br>3. increased data cycles to evaluate instructional effectiveness. | Increased teacher performance through the following metrics (outlined below), which will result in increased student performance.<br><br>NWEA Reading According to SQRP Metrics:<br>Attainment Percentile: 63% (2015) to 80% (2018)<br>Growth Percentile: 66% (2015) to 80% (2018)<br><br>NWEA Math According to SQRP Metrics:<br>Attainment Percentile: 69% (2015) to 85% (2018) |

Growth Percentile: 74% (2015) to 90% (2018)

5 Essentials:
- Instructional Leadership: 38 points (weak) to 50 points (neutral)
- Collective Responsibility: 65 points (strong) to 80 points (very strong)
- Collaborative Teachers: 55 points (neutral) to 65 points (strong)

Framework for Teaching:
4A: Move from 48% Proficient and 52% Distinguished to 40% Proficient and 60% Distinguished

ILT Effectiveness Rubric:
Effectiveness Rating: 15 points (not effective) to 21 points (effective)

Tags:
Assessment, Instructional Coaching, ILT, Instructional strategy

Area(s) of focus:
1, 2, 3, 4, 5

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| 1. Teachers will implement one interdisciplinary unit per quarter lasting no less than four weeks in Grade PreK-8 in General Education in SY2016-17 in order to develop cross curricular connections. | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 to Jun 30, 2017 | Interdisciplinary Units turned in on time, visible during Learning Walks, and feedback given in grade level meeting in Meeting Tracking Notes | Not started |

**Assessment, ILT, Motivation, Classroom rigor**

| | | | | |
|---|---|---|---|---|
| 2. Each grade cluster and Specialist team executes a quarterly Lesson Study and monthly Learning Walk that result in increased student inclusion, attitude, meaning, and competence. (Motivational Framework- Ginsberg) | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 to Jun 30, 2017 | Results of each Lesson Study and Learning Walk shared with the school community in the Talcott Memo and at the monthly LSC meeting | Not started |

**Assessment, Teacher Teams/Collaboration, ILT, Motivation, Teacher-teacher trust & support, Lesson planning, Instructional planning, Instructional strategy, Collaboration**

| | | | | |
|---|---|---|---|---|
| 3. All teachers with guidance from ILT Grade level will facilitate data cycles per quarter to improve balanced assessment (1 of student work and 1 progress monitoring of nationalized assessment). | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 to Jun 30, 2017 | All ILT data cycles will result in a presentation to the grade level team the following week with next steps | Not started |

**Assessment, ILT, Motivation, Data analysis, Data tracking, Instructional strategy, Data driven instruction**

| 4. ILT will develop, implement, and assess a professional development plan in regards to improving instructional differentiation during the 1st Quarter of SY2016-17. | ILT | Aug 29, 2016 to Jun 30, 2017 | October 2016: ILT will present PDP for differentiation to staff<br>June 2017: ILT will assess the<br>September 2017: ILT will lead the incorporation of no less than 3 differentiation strategies in each teacher's unit plans<br>January 2018: ILT will assess the effectiveness of the strategies through MOY data<br>June 2018: ILT will utilize student data and teacher feedback to assess the effectiveness of the differentiation strategies | Not started |

**Professional Learning, Teacher Teams/Collaboration, ILT, Professional development, Differentiated instruction, Instructional planning, Instructional strategy**

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| ensure the PreK-8 curriculum meets the needs of all students in all content areas | 1. development of units that have horizontal and vertical alignment<br>2. engagement of all learners through differentiated support and rigor<br>3. integrated social and emotional learning<br>4. development and use of content and skill-based learning targets<br>5. increased real world application and use of city institutions to enhance learning<br>6. Fine Arts curriculum integration across all grade levels | Increased teacher performance through the following metrics (outlined below), which will result in increased student performance.<br><br>Artifacts:<br>- Talcott, PreK-8 Curriculum Map<br>- Cumulative Student Portfolio<br><br>NWEA Reading According to SQRP Metrics:<br>Attainment Percentile: 63% (2015) to 80% (2018)<br>Growth Percentile: 66% (2015) to 80% (2018)<br><br>NWEA Math According to SQRP Metrics:<br>Attainment Percentile: 69% (2015) to 85% (2018)<br>Growth Percentile: 74% (2015) to 90% (2018)<br><br>5 Essentials:<br>- Ambitious Instruction: 59 points (neutral) to 75 points (strong)<br>- Effective Leaders: 43 points (neutral) to 60 points (strong)<br>- Collaborative Teachers: 55 points (neutral) to 65 points (strong)<br><br>CPS Framework for Teaching:<br>1a: 87% Proficient, 13% Distinguished to 93% Distinguished, 7% Proficient<br><br>1d: 3% Basic, 97% Proficient to 20% Distinguished, 80% Proficient<br><br>3a: 3% Basic, 77% Proficient, 19% Distinguished to 25% Distinguished and 75% Proficient<br><br>3c: 6% Basic, 77% Proficient, 16% Distinguished to 70% Proficient and 30% Distinguished |

Tags:
Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned

Area(s) of focus:
1, 2, 3, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| 1. Teachers, administration and instructional staff will develop and refine units that are aligned horizontally and vertically to improve cross-curricular connections for students. | Teachers, Administration, and Instructional Support | Sep 1, 2016 to Jun 30, 2017 | Teachers are planning interdisciplinary units that reflect the CCSS and integration across two or more content areas. This work will then get feedback from the ILT each quarter. | On-Track |

**Assessment, Curriculum Design, Horizontally aligned, Curriculum map, Vertical alignment, Interdisciplinary units**

| | | | | |
|---|---|---|---|---|
| 2. Teachers, administrators and instructional support staff will engage all learners through differentiated support and rigor to stimulate and reach entire student body. | Teachers, Administration, and Instructional Support | Sep 1, 2016 to Jun 30, 2017 | Teachers currently differentiate, use small group instruction, and provide individual support to students in classes which helps them to address the needs of students at their current level. | On-Track |

**Diverse Learners, Ell, Gifted, Academic rigor**

| | | | | |
|---|---|---|---|---|
| 3. Teachers, administration and counselor integrate social and emotional learning to provide a safe and comfortable environment for student body. | Teachers, Administration, and Counselor | Sep 1, 2016 to Jun 30, 2017 | Second Step has been inconsistently implemented in SY2015-16. This will be more effectively monitored by the counselor for SY2016-17 and beyond. | Behind |

**SEL, School climate, Culture of learning, Discipline, Vertical alignment, Advisory, Grit, Executive functioning skills, Emotional intelligence**

| | | | | |
|---|---|---|---|---|
| 4. Teachers, administrators and instructional support staff will develop and use scaffolded, skill-based learning targets to give all students attainable, but rigorous goals for success. | Teachers, Administration, and Instructional Support | Sep 1, 2016 to Jun 30, 2017 | Teachers will ensure learning target(s) in lesson plans meet the needs of students. Feedback will be given from the admin team to reflect per unit | Not started |

**Content, Daily objectives, Learning objectives, Learning target**

| | | | | |
|---|---|---|---|---|
| 5. Teachers, administration and instructional support staff will increase real world application and use of city institutions to enhance learning in order to recognize educational opportunities independently in their families, neighborhoods and communities. | Teachers, Administration, and Instructional Support | Sep 1, 2016 to Jun 30, 2017 | Field Trip Plans submitted in 2015-16 were a first draft to sequence learning with citywide institutions. Teachers are in the process of reviewing these plans in order to refine any excursions to best meet the needs of students in SY2016-17. | On-Track |

**Community based learning, Inquiry based learning, Cycle of inquiry, Field trips, Community partnerships, Community resources**

| | | | | |
|---|---|---|---|---|
| 6. Teachers and administration will integrate Fine Arts curriculum across all grade levels in third interdisciplinary unit to provide multiple languages of expression through a broad variety of media. | All teachers and Admin Team | Sep 1, 2016 to Jun 30, 2017 | Third interdisciplinary unit not yet started. This will be created in Q1 of SY2016-17. | Not started |

**Teacher Teams/Collaboration, Fine arts, Student engagement, Collaboration, Integration, Interdisciplinary units**

Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| If we critically develop, scrutinize, and apply formative and summative assessments that provide for multiple modalities of mastery that align to standards-based grading | 1. Utilize the Motivational Framework for Culturally Responsive Teaching in interdisciplinary unit planning to increase student motivation and therefore increase student mastery to an 80% on interdisciplinary summative assessments.<br><br>2. Teachers will collaborate (with support of administration) to develop assessments horizontally (Dual Language and Monolingual classrooms) that integrate skills across each quarterly interdisciplinary unit.<br><br>3. Teachers (Classroom, DL, and Specialists) will collaborate on Flex Day PDs twice a quarter to develop and align summative assessments that sequence skills vertically.<br><br>4. Teachers will increase progress monitoring through formative assessments no less than once every two weeks in every content area.<br><br>5. Teachers will create a check-in system for students in grades PreK-3 to progress monitor literacy skills bi-monthly (or more depending on MTSS needs).<br><br>6. Students in Grades 4-8 lead personal progress monitoring through portfolio analysis | Increased teacher performance through the following metrics (outlined below), which will result in increased student performance.<br><br>NWEA Reading According to SQRP Metrics:<br>Attainment Percentile: 63% (2015) to 80% (2018)<br>Growth Percentile: 66% (2015) to 80% (2018)<br><br>NWEA Math According to SQRP Metrics:<br>Attainment Percentile: 69% (2015) to 85% (2018)<br>Growth Percentile: 74% (2015) to 90% (2018)<br><br>5 Essentials<br>- Ambitious Instruction: 59 points (neutral) to 75 points (strong)<br><br>CPS Framework for Teaching:<br>1c: 13% Basic, 81% Proficient, 6% Distinguished to 70% Proficient, 30% Distinguished<br><br>1e: 16% Basic, 74% Proficient, 10% Distinguished to 60% Proficient, 40% Distinguished<br><br>3d: 13% Basic, 77% Proficient, 10% Distinguished to 60% Proficient, 40% Distinguished<br><br>4a: 48% Proficient, 52% Distinguished to 20% Proficient to 80% Distinguished |

Tags:
Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment

Area(s) of focus:
1, 2, 3, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| 1. Utilize the Motivational Framework for Culturally Responsive Teaching in interdisciplinary unit planning to increase student motivation and therefore increase student mastery to an 80% on interdisciplinary summative assessments. | Teachers, ESPs, and Support Staff | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Motivation, Student interest, Mastery**

| | | | | |
|---|---|---|---|---|
| 2. Teachers will collaborate (with support of administration) to develop assessments horizontally (Dual Language and Monolingual classrooms) that integrate skills across each quarterly interdisciplinary unit. | Teachers and Admin | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Dual Language, Horizontally aligned, Student interest, Interdisciplinary units, Teacher collaboration**

| | | | | |
|---|---|---|---|---|
| 3. Teachers (Classroom, DL, and Specialists) will collaborate on Flex Day PDs twice a quarter to develop and align summative assessments that sequence skills vertically. | Teachers (Classroom, DL, and Specialists) | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Vertical aligned, Teacher collaboration**

| | | | | |
|---|---|---|---|---|
| 4. Teachers will increase progress monitoring through formative assessments no less than once every two weeks in every content area. | Teachers, Admin Team | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Progress monitoring**

| | | | | |
|---|---|---|---|---|
| 5. Teachers will create a check-in system for students in grades PreK-3 to progress monitor literacy skills bi-monthly (or more depending on MTSS needs). | Teachers and Students | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Teacher-student conference**

| | | | | |
|---|---|---|---|---|
| 6. Teachers will create a portfolio collection and analysis process for all students in grades 4-8. | Teachers and Students | Sep 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

**Academic expectations, Student portfolio, Student-led**

Strategy 4

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| We will establish systems and structures that reflect our core values to create a supportive environment that motivates students to learn | 1. a shift in scheduling will allow for flexible grouping, literacy instruction will reflect a shift to deepening instruction (text complexity, use of evidence, and performance tasks using non-fiction literature), and progress monitoring by both students and teachers through portfolio<br><br>2. The Summer Design Team will create and implement a new schedule that allows for flexible grouping and collaborative planning vertically in middle grades to enhance collaboration time during grade level cluster meetings.<br><br>3. The Pilot Team will conduct formal and informal progress monitoring by both students and teachers in grade 6-8th through student portfolio development to track student literacy progress and document individual student growth.<br><br>4. The Pilot Team will create a Personalized Learning PLC (PLPLC) with the purpose of extending learning about Personalized Learning to more teachers to support students in Grades 4-8 by 2018.<br><br>5. | Learning Walk Scores:<br>80% scores of "High" on the Motivational Framework from weekly Learning Walks<br><br>NWEA Reading According to SQRP Metrics:<br>Attainment Percentile: 63% (2015) to 80% (2018)<br>Growth Percentile: 66% (2015) to 80% (2018)<br><br>NWEA Math According to SQRP Metrics:<br>Attainment Percentile: 69% (2015) to 85% (2018)<br>Growth Percentile: 74% (2015) to 90% (2018)<br><br>5 Essentials:<br>Ambitious Instruction: 59 points (neutral) to 75 points (strong)<br><br>Framework for Teaching:<br>1d: 3% Basic, 97% Proficient to<br>20% Distinguished, 80% Proficient<br><br>2b: 77% Proficient, 23% Distinguished to 70% Proficient, 30% Distinguished<br><br>3b: 13% Basic, 73% Proficient, 13% Distinguished to 5% Basic, 70% Proficient, 25% Distinguished |

3c: 6% Basic, 77% Proficient, 16% Distinguished to 70% Proficient and 30% Distinguished

**Tags:**
Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction

**Area(s) of focus:**
4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| 1. The Pilot Team will become selected and participate in the LEAP Pilot Network for PD in Personalized Learning in grades 6-8 in Literacy to deepen literacy instruction, including selecting digital platforms and curating learning experiences which will shift literacy instruction (text complexity, use of evidence, and performance tasks using non-fiction literature) in order to reflect higher order thinking in grades 6-8th. | Pilot Team (Bahena, Kertz, Familara, Guzman, Andrade, Bellone) | Feb 1, 2016 to Jun 30, 2017 | Attendance at all 7 Pilot Network PD sessions | On-Track |

**Personalized Learning, Professional development, Growth mindset, Leap innovations**

| 2. The Summer Design Team will create and implement a new schedule that allows for flexible grouping and collaborative planning vertically in middle grades to enhance collaboration time during grade level cluster meetings. | Summer Design Team (Bahena, Kertz, Hall, Torres) | May 5, 2016 to Jun 30, 2017 | New schedule designed, assigned to students, and implemented daily by teachers<br><br>Teacher collaboration time and grade level outcomes are defined for vertical communication | On-Track |

**Personalized Learning, Professional development, Scheduling, Flexible grouping, Leap innovations**

| 3. The Pilot Team will conduct formal and informal progress monitoring by both students and teachers in grade 6-8th through student portfolio development to track student literacy progress and document individual student growth. | Pilot Team | Sep 1, 2016 to Jun 30, 2017 | Formal: 5-week portfolio check-ins with each individual student to curate their materials and manage their progress<br><br>Informal: weekly goal setting by each student to ensure their progress on literacy skills and comprehensive learning tasks | Not started |

**Progress monitoring, Student portfolio**

| 4. The Pilot Team will create a Personalized Learning PLC (PLPLC) with the purpose of extending learning about Personalized Learning to more teachers to support students in Grades 4-8 by 2018. | Pilot Team | Sep 1, 2016 to Jun 30, 2017 | Personalized Learning PLC (PLPLC) forms by the end of SY2015-16<br><br>PLPLC sets a schedule and agenda for twice-monthly meetings to address current PoP for Pilot Team and introductory learning for new teachers | Not started |

**Personalized Learning, Administration, Professional learning community**

| 5. The LEAP Pilot Team will lead and promote staff-wide training on growth mindset and creating a culture for personalization in Quarter 1 of SY2016-17 | Pilot Team and All Staff | Sep 1, 2016 to Nov 4, 2016 | (Blank) | Not started |

**Personalized Learning, Professional development, Growth mindset, Teacher-led professional development**

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ➕ 1. Teachers will implement one interdisciplinary unit per quarter lasting no less than four weeks in Grade PreK-8 in General Education in SY2016-17 in order to develop cross curricular connections.<br>Tags: Assessment, Instructional Coaching, ILT, Instructional strategy, Assessment, ILT, Motivation, Classroom rigor | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ➕ 2. Each grade cluster and Specialist team executes a quarterly Lesson Study and monthly Learning Walk that result in increased student inclusion, attitude, meaning, and competence. (Motivational Framework- Ginsberg)<br>Tags: Assessment, Instructional Coaching, ILT, Instructional strategy, Assessment, Teacher Teams/Collaboration, ILT, Motivation, Teacher-teacher trust & support, Lesson planning, Instructional planning, Instructional strategy, Collaboration | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ➕ 3. All teachers with guidance from ILT Grade level will facilitate data cycles per quarter to improve balanced assessment (1 of student work and 1 progress monitoring of nationalized assessment).<br>Tags: Assessment, Instructional Coaching, ILT, Instructional strategy, Assessment, ILT, Motivation, Data analysis, Data tracking, Instructional strategy, Data driven instruction | All teachers with guidance from ILT Grade Level Lead | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ➕ 4. ILT will develop, implement, and assess a professional development plan in regards to improving instructional differentiation during the 1st Quarter of SY2016-17.<br>Tags: Assessment, Instructional Coaching, ILT, Instructional strategy, Professional Learning, Teacher Teams/Collaboration, ILT, Professional development, Differentiated instruction, Instructional planning, Instructional strategy | ILT | Aug 29, 2016 | Jun 30, 2017 | Not started |
| ➕ 1. Teachers, administration and instructional staff will develop and refine units that are aligned horizontally and vertically to improve cross-curricular connections for students.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, Assessment, Curriculum Design, Horizontally aligned, Curriculum map, Vertical alignment, Interdisciplinary units | Teachers, Administration, and Instructional Support | Sep 1, 2016 | Jun 30, 2017 | On-Track |
| ➕ 2. Teachers, administrators and instructional support staff will engage all learners through differentiated support and rigor to stimulate and reach entire student body.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, Diverse Learners, Ell, Gifted, Academic rigor | Teachers, Administration, and Instructional Support | Sep 1, 2016 | Jun 30, 2017 | On-Track |
| ➕ 3. Teachers, administration and counselor integrate social and emotional learning to provide a safe and comfortable environment for student body.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, SEL, School climate, Culture of learning, Discipline, Vertical alignment, Advisory, Grit, Executive functioning skills, Emotional intelligence | Teachers, Administration, and Counselor | Sep 1, 2016 | Jun 30, 2017 | Behind |
| ➕ 4. Teachers, administrators and instructional support staff will develop and use scaffolded, skill-based learning targets to give all students attainable, but rigorous goals for success.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, Content, Daily objectives, Learning objectives, Learning target | Teachers, Administration, and Instructional Support | Sep 1, 2016 | Jun 30, 2017 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ 5. Teachers, administration and instructional support staff will increase real world application and use of city institutions to enhance learning in order to recognize educational opportunities independently in their families, neighborhoods and communities.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, Community based learning, Inquiry based learning, Cycle of inquiry, Field trips, Community partnerships, Community resources | Teachers, Administration, and Instructional Support | Sep 1, 2016 | Jun 30, 2017 | On-Track |
| ✚ 6. Teachers and administration will integrate Fine Arts curriculum across all grade levels in third interdisciplinary unit to provide multiple languages of expression through a broad variety of media.<br>Tags: Curriculum Design, Differentiatied instruction, Vertical aligned, Curriculum maps, Horizontally aligned, Teacher Teams/Collaboration, Fine arts, Student engagement, Collaboration, Integration, Interdisciplinary units | All teachers and Admin Team | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 1. Utilize the Motivational Framework for Culturally Responsive Teaching in interdisciplinary unit planning to increase student motivation and therefore increase student mastery to an 80% on interdisciplinary summative assessments.<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Motivation, Student interest, Mastery | Teachers, ESPs, and Support Staff | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 2. Teachers will collaborate (with support of administration) to develop assessments horizontally (Dual Language and Monolingual classrooms) that integrate skills across each quarterly interdisciplinary unit.<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Dual Language, Horizontally aligned, Student interest, Interdisciplinary units, Teacher collaboration | Teachers and Admin | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 3. Teachers (Classroom, DL, and Specialists) will collaborate on Flex Day PDs twice a quarter to develop and align summative assessments that sequence skills vertically.<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Vertical aligned, Teacher collaboration | Teachers (Classroom, DL, and Specialists) | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 4. Teachers will increase progress monitoring through formative assessments no less than once every two weeks in every content area.<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Progress monitoring | Teachers, Admin Team | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 5. Teachers will create a check-in system for students in grades PreK-3 to progress monitor literacy skills bi-monthly (or more depending on MTSS needs).<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Teacher-student conference | Teachers and Students | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 6. Teachers will create a portfolio collection and analysis process for all students in grades 4-8.<br>Tags: Progress monitoring, Balanced grading and assessment, Assessment design, Formative assessment, Assessment policy, Grading policy, Standards based grading, Summative assessment, Academic expectations, Student portfolio, Student-led | Teachers and Students | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 1. The Pilot Team will become selected and participate in the LEAP Pilot Network for PD in Personalized Learning in grades 6-8 in Literacy to deepen literacy instruction, including selecting digital platforms and curating learning experiences which will shift literacy instruction (text complexity, use of evidence, and performance tasks using non-fiction literature) in order to reflect higher order thinking in grades 6-8th.<br>Tags: Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction, Personalized Learning, Professional development, Growth mindset, Leap innovations | Pilot Team (Bahena, Kertz, Familara, Guzman, Andrade, Bellone) | Feb 1, 2016 | Jun 30, 2017 | On-Track |
| ✚ 2. The Summer Design Team will create and implement a new schedule that allows for flexible grouping and collaborative planning vertically in middle grades to enhance collaboration time during grade level cluster meetings.<br>Tags: Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction, Personalized Learning, Professional development, Scheduling, Flexible grouping, Leap innovations | Summer Design Team (Bahena, Kertz, Hall, Torres) | May 5, 2016 | Jun 30, 2017 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ 3. The Pilot Team will conduct formal and informal progress monitoring by both students and teachers in grade 6-8th through student portfolio development to track student literacy progress and document individual student growth.<br>Tags: Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction, Progress monitoring, Student portfolio | Pilot Team | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 4. The Pilot Team will create a Personalized Learning PLC (PLPLC) with the purpose of extending learning about Personalized Learning to more teachers to support students in Grades 4-8 by 2018.<br>Tags: Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction, Personalized Learning, Administration, Professional learning community | Pilot Team | Sep 1, 2016 | Jun 30, 2017 | Not started |
| ✚ 5. The LEAP Pilot Team will lead and promote staff-wide training on growth mindset and creating a culture for personalization in Quarter 1 of SY2016-17<br>Tags: Technology, Personalized Learning, Rigorous tasks, Progress monitoring, Classroom rigor, Academic rigor, Individual, Analysis of data, progress monitoring, rit instruction, small group instruction, Personalized Learning, Professional development, Growth mindset, Teacher-led professional development | Pilot Team and All Staff | Sep 1, 2016 | Nov 4, 2016 | Not started |

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.

# NCLB Program

◉ NCLB 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.

○ NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

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

> In order to define parent involvement activities and to increase parental participation, in collaboration with PAC and BAC, an organizational meeting will take place during June 2016 to define a Parent Meeting Schedule and topics for the school year 2016-2017.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

> PAC Annual Meeting on Tuesday, September 27 2016
> PAC Organizational Meeting on Tuesday, September 27 2016

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> Open House
> Teachers will distribute syllabi to parents and students that will provide information on curriculum and assessment

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

> As parents offer suggestions, the LSC forum will be used to discuss these that will inform decision making process.

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

> Parents will receive individual reports on NWEA and/or TRC/DIBELS, ACCESS and PARCC.

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.

> Talcott is in compliance with "highly qualified" staff according to Title I Final Regulations. This will be communicated in Open House at the beginning of the school year.

Schools will assist parents of participating NCLB 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.

> Open House
> Teachers will distribute syllabi to parents and students that will provide information on curriculum and assessment

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

> Teachers' parent involvement plans will involve opportunities for activities in which parents learn how to work with their children to enhance their academic performance.

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

> We will continue parent involvement initiative connected to specials (fine arts, technology and physical education). Every five weeks, parents get a schedule to attend a final showcase.
> Teachers will be required next year to open classroom doors to parents. In this way, parents will be able to experience their children's school day .

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

> As part of the PreK Program, teachers will continue implementing student led conferences. Also, they will implement a gradual

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

Website
Email in both English and Spanish
Flyers

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement 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

## Parent Compact                                                                        Complete

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

OUR MISSION
In collaboration with parents and our community, the mission of Talcott Fine Arts and Museum Academy is to develop the whole child through an equitable and rigorous curriculum grounded in our core values to promote the success of our diverse community.

Our core values include:
Creating a school climate that fosters a culture of caring and respect.
Exposing the beauty and power of the Arts to support personal and academic development.
Fostering bilingualism, biliteracy and enhancing awareness of linguistic and cultural diversity through Dual Language Instruction.
Excelling in a global society in a changing technological world.

By enacting this mission, Talcott students will graduate rooted in their development as problem solvers, intellectual thinkers, and socially conscious people who can successfully face their academic futures.

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.

Open House on Tuesday, August 30
Teacher-Parent Conference on Wednesday, November 9
Teacher-Parent Conference on Wednesday April 19

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

Progress Reports will be sent hoe on the following dates:
Q1 on October 7 2016
Q2 on January 9 2016
Q3 on March 10 2017
Q4 on May 19 2017
Parent attendance to Quarterly Award Ceremonies

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

Parents will be able to access to parents via:
1) Phone Call
2) Email
3) Scheduled Conference

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

Parent can participate in any school activity after completing CPS Volunteer Form.

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

School will use Dojo as a means of communication between teachers and parents regarding attendance, homework, projects.
Parents will be encouraged to use CPS Parent Portal.
Parent attendance to Quarterly Award Ceremonies

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

These instances will be used by both school and parents to participate in a meeting towards an action plan.

Teacher-Parent Conference on Wednesday, November 9
Teacher-Parent Conference on Wednesday April 19
Q1 on October 7 2016
Q2 on January 9 2016
Q3 on March 10 2017
Q4 on May 19 2017

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).

This year we started a basic form of portfolio. Next year, aspects such as attendance, attitude and class preparation will be included in portfolio development. Also, we will continue Quarterly Award Ceremonies.


## Parent Budget                                                    Complete

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

Parents will have monthly workshops on different topics. These topics have been previously selected.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

| Account(s) | Description | | Allocation | |
|---|---|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day** <br> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ | Amount | .00 |
| 53405 | **Supplies** <br> 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. | $ | 400 | .00 |
| 53205 | **Refreshments** <br> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 905 | .00 |
| 54125 | **Consultants** <br> 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) | $ | 2315 | .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** <br> For Parents use only. | $ | Amount | .00 |
| 54205 | **Travel** <br> Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | Amount | .00 |
| 54565 | **Reimbursements** <br> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | Amount | .00 |

| 53510 | **Postage** <br> Must be used for parent involvement programs only. | $ | Amount | .00 |

| 53306 | **Software** <br> Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment** <br> 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 |