Mancel Talcott Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
02/05/2020	Korbakis, Torres, Bryant, Cami, Shiffrin, Karia, Shalaveyus, Granados	SEF Work Plan
02/13/2020	Korbakis, Torres, Bryant, Cami, Shiffrin, Hall, Karia, Shalaveyus, Granados	SEF Ratings and Evidence for Leadership for Continuous Improvement, Structure for Continuous Improvement and Curriculum
02/18/2020	ILT	SEF Evidence
02/19/2020	ILT	SEF Evidence
02/25/2020	ILT	SEF Evidence and Ratings
02/27/2020	Bahena, Aguilar, Torres, Granados, Karia	SEF Evidence and Ratings
02/28/2020	ILT	Areas of Critical Needs and Goals
03/02/2020	ILT	Areas of Critical Needs and Goals
03/03/2020	ILT	Areas of Critical Needs and Goals
03/04/2020	ILT	Areas of Critical Needs and Goals
03/06/2020	ILT	Preparation of Presentation for Stakeholders
03/25/2020	LSC	Presentation of CIWP (SEF Evidence and Ratings and Areas of Critical Need)
04/13/2020	ILT	Discussion of CIWP status
04/17/2020	All faculty	Discussion of CIWP and next steps
04/20/2020	ILT	Discussion of Theory of Action (Talcott's tool)
04/21/2020	Middle Grade Team	Discussion of Strategies (Talcott's tool)
04/21/2020	PreK - K Team	Discussion of Strategies (Talcott's tool)
04/21/2020	1st - 2nd Grade Team	Discussion of Strategies (Talcott's tool)
04/22/2020	Specialists	Discussion of Strategies (Talcott's tool)
04/23/2020	ILT	Final draft Theories of Action (Talcott's tool)
04/28/2020	Middle Grades Team	Strategies - Change Ideas
04/28/2020	PreK - K	Strategies - Change Ideas

Date	Participants	Topic
04/29/2020	3rd-5th Grades	Strategies - Change ideas
04/29/2020	LSC Meeting	CIWP Presentation - Strategies
04/29/2020	Specialists	Strategies - Change ideas
05/01/2020	1st-2nd Grades	Strategies
05/04/2020	ILT	Discussion of Strategies' Action Steps
05/05/2020	6th-8th Grades	CIWP components with special attention on action steps
05/05/2020	PreK - K	CIWP components with special attention on action steps
05/06/2020	Specialists	CIWP components with special attention on action steps
05/06/2020	3rd-5th Grades	CIWP components with special attention on action steps
05/07/2020	1st-2nd Grades	CIWP components with special attention on action steps
05/07/2020	Parents	CIWP Parent and Family Plan
05/14/2020	Parents	CIWP Parent and Family Plan
05/18/2020	LSC	Presentation of Final CIWP and Budget

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
    - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - 3 Enable staff to focus and prioritize what matters most
    - 2 Employ the skills to effectively manage change
    - 3 Make ?safe practice? an integral part of professional learning
    - 3 Collaborate, value transparency, and inform and engage stakeholders
    - **Evidence**: a. Consider the demographics of the school community in developing a shared vision Teachers and staff collaborated to revise vision based on current climate, strengths, and diverse needs b. Help stakeholders understand the relationship between the school?s vision and their initiatives and priorities Vision shared on weekly Talcott Talk and some parent communication Community events Communications committee School wide event calendar created with stakeholders (parents, teachers, admin) c. Consistently use informal and formal opportunities to champion and articulate the vision School-wide professional development days Mission-driven committees d. Act in ways that consistently reflect the school?s core values, beliefs, and priorities Requirement of ESL and/or Bilingual Endorsement for all teachers Requirement of ACCESS Certification for all teachers CPS Dual Language Consortiums Assemblies Learning boards Partnerships (Field Museum, Gust, WITS, University of Chicago, Dual Language Program Reggio Emilia Personalized Learning Professional development opportunities Gust Foundation Inclusion PDs and Mentoring with Margaux Mooney Marzano Restorative practices Reggio Emilia Learning Walks Lesson Studies La Cosecha Dual Language Conference Illinois Multilingual Conference Office of Language and Cultural Education Saturday Workshops Dual Language Symposium - Roosevelt University Illinois Safe Schools Alliance
- 3 - Structure for Continuous Improvement
    - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - 3 Design professional learning (PL) to achieve school-wide improvement goals
    - 4 Design and implement school day schedules that are responsive to student needs
    - 4 Align the budget to the CIWP priorities and the mission of the school
    - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - 2 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - **Evidence**: a. The school campus is clean and inviting b. Positive examples of student work are prominently displayed and reflect diverse backgrounds of all students c. Throughout the building, there are many visual reminders of the school?s vision, mission, and expectations for the school community LSC actively

supports the SEL initiative such as school climate student surveys, aware of 2nd step and bullying staff training, and LBGTQ initiatives. LSC approves school wide activities to promote SEL initiatives like Stop the hate playdates Early childhood educators are leading their learning of Reggio Emilia Approach Field Museum partnership Restorative Practices Leads Health and Wellness committee leads National Mexican Museum of Art partnership Staff presents at conferences (IAMME, OLCE Saturdays, NBCT, ESL/Bilingual endorsements, Art Institute?, Internal Presentations Staff supports Student Teachers from Local Universities (UIC, Erikson Institute, and DePaul University) Lesson Studies Learning Walks Rubric w/ LEAP Framework Rubric w/ Reggio Google Survey after presentation Talcott Buddies-Mentoring Involve some stakeholders in interviewing for needed positions (Diverse Learner Specialists, Preschool Positions, Assistant Principal) Recruitment of Diverse Learner Specialist from International Teacher Exchange Program Strategic scheduling Talcott Master Schedules Transition time plan TO and FROM specials (middle grades) Professional Learning Plans Staff Development Days Vertical sharing of curriculum and instruction Assessment Protocol (all teams completed in Quarter 3) Student Voice PD OLCE Saturday Workshops Dual Language Symposium - Roosevelt University Teachers completing coursework for endorsements and/or additional degrees Partnerships Field Museum Gust Foundation August PD Week Agendas PD Day November 8 Agenda, November 8 PD Day Teacher Survey PD Day January 31 Agenda, Teacher Survey Teams design professional learning plans quarterly Professional Development Focus Professional Learning Plans Restorative Practices Reggio Emilia Approach Thematic Unit Planning integrating learning experiences at Field Museum Personalized Learning (competency Based) Established ILT - Weekly meetings Common prep periods per grade cluster (Pre-K, 1st-2nd, 3rd-5th and 6th-8th grades_ Extended professional collaboration time (Strategic scheduling, before and after school) Professional Learning Plans Expectations from admin Teacher input Learning Walks Lesson Study MTSS Team (General Education, Diverse Learners) System in process Grade Level Meeting Professional Learning Plan Development and execution including extended time afterschool for PLCs Reggio PLC Lesson Study Learning Walks Diverse Representation of Staff on ILT (Primary, Intermediate and Upper Grade General Education Teachers, Diverse Learner Specialists, Counselor, Case Manager, Dual Language Coordinator/English Language Program Teacher, Specialist Teacher) Grade Level Meetings per grade band

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 3 Curriculum connects to real world, authentic application of learning
  - o 3 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Day of the Dead, hispanic heritage month, african american history month, women's month, LGBTQ month, art gallery MTSS, Academic Lab (7-8),

Talcott Unit Interdisciplinary Link Document- needs to be updated Sample Units-Prek101 Unit- Beginning of the Year KindergartenMe in Nature/Environment First Grade; Unit 1; School, Identity, Hispanic Heritage month, revised 9.15.19 Unit 1 Cami Vest Villanueva, 2nd grade 8th Grade Humanities sample unit 7th Grade Science Unit 2 6th Grade STEM Unit 3 Dual Language Minutes and Allocation Gust Foundation Partnership Field Museum MyPlace 3-5 MSI 7-8 National Mexican Museum of Art Citizen Science Project (7-8), Reggio Emilia - Crossroads Wolcott UIC WITS-Workplace Mentoring, Kindergarten, Mid-day program with Northwestern Law School, Ready for Kindergarten University of Chicago- STEM program for Pre-K and Kindergarten Professional Learning Plans UIC Nutrition Education Experience (Eat Smart Move More for Parents/Guardians, Supply for Dreams, Cooking Matters for Families, Illinois Jr. Chefs 3rd through 8th grade) Jonathan Toews and Green Bronx Machine (Tower Garden) IEP Development Case management shared between 2 Case Managers Full-Inclusion Teaching Models (Co-teach, Team-Teach, Parallel Teach) Student Portfolio Development Winter Celebration and Spring Concert Performances Student Voice Groups Restorative Practices Lead K-8 Out of School Time Program Curriculum Maps (Vertical and Horizontal) Prek, K, 2, 3 , 4, 5 Pacing Guides Prek Literacy Pacing Guide NGSS, Common Core, assessment protocol, common themes FOR 2020/2022 SQRP Math Attainment: 72nd percentile SQRP Reading Attainment: 69th percentile SQRP Math Growth: 91st percentile SQRP Reading Growth:70th percentile Student Attendance Rates: 95.6% 2018-2019 Teacher Attendance Rates- 94.9% 2018-2019 5 Essentials Score (Effective Leaders): Neutral 5 Essentials Score (Collaborative Teachers): Strong 5 Essentials Score (Ambitious Instruction): Strong 5 Essentials Score (Involved Families): Strong 5 Essentials Score (Supportive Environment): Neutral 5 Essentials Score (Ambitious Instruction): Strong 82 REACH Score (3A): Basic, Proficient, Distinguished REACH Score (3C): Basic, Proficient, Distinguished REACH Score (1A): Basic, Proficient, Distinguished REACH Score (1D): Basic, Proficient, Distinguished Science: Instructional Alignment NextGen Science Standards FOSS (K,1st,2nd,& 6th) Interactive Science (3rd-5th, 7th-8th) Language Arts: Year Long Allocation Minutes last update 2016 Instructional Alignment to Common Core State Standards Balanced Literacy Instruction Writer?s Workshop Reader?s Workshop Read Aloud Vocabulary Development Word Knowledge Guided Reading Platforms: IXL, BrainPop, ThinkCerca, RazKids, RazPlus, Learning A-Z,, Membean, Newsela Pro Unit Plans: Students in upper grades read complex diverse texts in both english and spanish. I.e. Twelve Years a Slave, Warriors Don?t Cry, Day of Tears, To Kill a Mockingbird, The House on Mango Street, Gwendolyn Brooks and Langston Hughes poetry, Units Plans: Students in primary grades read diverse text in English or Spanish such as Tar Beach, We came to America by Faith Ringgold, Family Pictures by Carmen Lomas Garza, Math: Eureka Math Curriculum K-8th Grades Math Platforms: IXL, Khan Academy, Prodigy Fine Arts: Instructional Alignment to Illinois State Art Standards, based on National Arts Standards Creating Performing Responding Connecting K-8 Diverse Learners Cluster Program- Unique Learner Social Emotional Curriculum Prek-8, Second Step Talking Circles Sexual Health Education Restorative Justice Social Emotional Curriculum Prek-8, Second Step, Academic Lab (7-8) sexual health education certification, second step, restorative practices lead teacher with PD plan, Thematic Units with an Interdisciplinary Focus, Interdisciplinary Units, arts units, project-based learning. Sample Units: PreK, 3, 4, 5 6-8 Dual Language Art Units Strategic Scheduling for Specials for Pre-K - 5 (Music, Dance, Theatre, Physical Education) 120 min of physical activity In depth study of fine art Unit Plans: Students in upper grades read complex diverse texts in both english and spanish. i.e. Twelve Years a Slave, Warriors Don?t Cry, Day of Tears, To Kill a Mockingbird, The House on Mango Street, Gwendolyn Brooks and Langston Hughes poetry Photograph: Classroom

libraries have a wide variety of texts geared toward high interest and relatable themes, as well as at a variety of levels. Raz-Kids and Brain Pop - accessible to teachers and students. Scholastic News available in English and Spanish IXL, BrainPop, ThinkCerca, RazKids, RazPlus, Learning A-Z, Membean, Newsela Pro Math Platforms: Eureka Math Curriculum K-8th Grades, IXL, Khan Academy Science A-Z Updated Scholastic News that keeps current with times. Using document cameras to project student work or to model Using smart boards as interactive boards or demonstrate videos or slide IPads: as a research tool or learning tool Chromebooks: to use for personalized learning WIDA standards, unit plans linked with included texts, videos, and performances, Elsa's lending library list, curriculum map template (update from 2016-2017), include texts in curriculum map, classroom libraries Technology Integration 1:1 technology 3 - 8 grades Limited shared tablets in K-2 Computer labs on each floor SmartBoards installed in all PreK-6 grade classrooms Presence of varied texts, supplementary media (e.g. videos) Smart Boards (Pre-K-5)- Hands-on digital tool that allows students and teachers to interact with curriculum content by drawing and manipulating objects on a big screen. MyOn- (2-6): A personalized literacy platform that offers learners easy access to great content! The myON digital book library, containing thousands of enhanced and age-appropriate titles for PreK-12, is dynamically matched to each individual learners interests, grade and Lexile reading level. Imagine Math (3-8):is a rigorous, standards-rich supplemental math curriculum that adapts to the unique needs of each student, so every student can develop the essential foundations and conceptual understanding they need to confidently move to the next level. IXL- A dynamic and personalized learning tool with skills aligned to common core standards and broken up by subject and grade. 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.

- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Unit Plans: Students in upper grades read complex diverse texts in both english and spanish. i.e. Twelve Years a Slave, Warriors Don?t Cry, Day of Tears, To Kill a Mockingbird, The House on Mango Street, Gwendolyn Brooks and Langston Hughes poetry Talcott Unit Interdisciplinary Link Document- needs to be updated Sample Units- Prek101 Unit- Beginning of the Year KindergartenMe in Nature/Environment First Grade; Unit 1; School, Identity, Hispanic Heritage month, revised 9.15.19 Unit 1 Cami Vest Villanueva, 2nd grade Photograph: Classroom libraries have a wide variety of texts geared toward high interest and relatable themes, as well as at a variety of levels. Unit Plans: Students in upper grades read complex diverse texts in both english and spanish. I.e. Twelve Years a Slave,

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- 2 - Balanced Assessment and Grading
    - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
    - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
    - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
    - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- o 2 Utilize assessments that measure the development of academic language for English learners
- o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 2 Improve and promote assessment literacy
- o 1 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- o **Evidence**: MTSS folders Units of study for universally designed assessment and for EL and DL learners for modifications Professional learning plans for Assessment protocol Staff Survey after PD on Assessment District Gradebook for shared categories, amount of grades How are exit slips and formative assessments documented in weekly section of unit plans? MTSS agendas/meetings

- 2 - MTSS
  - o 1 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 1 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 1 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 1 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Primary Grades MTSS Trackers 3rd-8th Grades MTSS Trackers SEL MTSS Trackers MTSS Portfolio Monitoring MTSS Framework MTSS Resource Folder MTSS Progress Monitoring Template Off track Report Attendance Report NWEA scores MClass Assessments/Progress Monitoring MTSS Team Membership include General Education Teacher from Primary, Intermediate and Upper Grades, Diverse Learner Specialists from Early Childhood, Primary, and Upper Grades, Case Manager MTSS Professional Learning System
- 2 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

- 2 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 5Essentials Survey 2019 - Teacher-Teacher Trust 75 5Essentials Survey 2019 - Teacher-Principal Trust 32 (One of the lowest performing) 5Essentials Survey 2019- Student-Teacher Trust 46 (One of the lowest performing)
- 2 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 2 Authentically interact with community and civic leaders
  - o 2 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 2 - Family & Community Engagement
  - o 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).

- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 2 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
- **Evidence**: My Voice, My School - School Community 38 Weak

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Literacy growth among EL and student with IEPs
Root Cause 1	Link here
Area of Critical Need 2	Meeting/Exceeding National Norms in Literacy among Latinx and EL
Root Cause 2	Link here
Area of Critical Need 3	Literacy attaintment among Latinx and African American
Root Cause 3	Link here
Area of Critical Need 4	Attendance overall
Root Cause 4	Link here

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Students with IEPs		33.60	42.20
Based on NWEA Growth data, diverse learners and English Learners are student subgroups that require strategic planning. With the vision of full inclusion and dual language education, our goal is to promote their literacy growth.	EL		73.00	76.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)	Latinx		69.30	72.30
	EL		69.20	72.20

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
The majority of students at Talcott are Latino and a considerable percentage are English Learners. Based on a positive NWEA trend and strengthening dual language education and personalized learning, our goal is to promote a higher percentage of Latinx and EL meeting or exceeding national norms.				
SQRP: National School Attainment Percentile - Reading (Grades 3-8) The majority of students at Talcott are Latino with a growing African American student population. Even though African American student is not yet a priority group in our SQRP, we consider important to identify it in our CIWP. NWEA data shows a positive trend in reading. It is our goal to maintain this trend through the strengthening of dual language and personalized learning.	Latinx		67.10	69.07
	African American		54.95	59.88
Vision: Attendance Rate Student attendance has had a positive trend in the last years, however, when looking closely at data, we identify an opportunity to reinforce the culture of students attendance among our families.	Overall		96.14	96.73
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Teachers and Students - Focus on: Supportive Environment and Effective Leaders Parents- Focus on: School Climate, Parent participation in decision making , Concerns about food services/nutritious meals				100.00	100.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Percentage of 8th Grade Students Accepted in High Schools 1)selected enrollment 2) IB 3)specialty programs At Talcott, the majority of students are Latino and African American and most are Low Income. According to NWEA, attainment for both reading and math data show indicate that students are moving over 50th percentile. Collectively, we consider that this metric will allow us to measure our impact on student learning.	40.00	50.00		60.00	70.00

Strategies

Strategy 1

If we do...	If we establish systems and structures for assessment and grading, build teacher's capacity and increase stakeholder engagement,
Then we see...	consistent assessment and grading practices from prek-8 owned by all stakeholders
which leads to...	a consistent index score of 41 or higher in 3rd through 8th grades according to CPS On Track Report
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Assessment Plan Voting Procedures, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation
Action steps	(Not started) Promote consistency between grade levels and clusters by defining common grading best practices including grading scales (what earns a C, B, A, etc?). Tags:Assessment: Fair, Accurate and Consistent Grading Systems (Not started) Promote consistency between grade levels and clusters by defining grading categories and weights.

	Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems
	• (Not started) Build a culture of excellence through consistent parent communication about students' academic and social emotional performance. Tags:Family & Community Engagement, Assessment: Monitoring Student Learning to Support Growth • (Not started) Build staff's capacity around assessment (for, as, of). Tags:Assessment: Curriculum Equity Initiative, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Build staff's capacity around standards based assessment. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Enhance portfolio alignment with a focus on writing. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) Define exemplars for performance tasks across grade levels/programs and throughout interdisciplinary units. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 2

If we do...	Enhance and strenghten MTSS system and structures
Then we see...	MTSS specific protocols for primary, intermediate, upper grades students with clear definition of Tier 1, Tier 2 and Tier 3 levels.
which leads to...	On an annual basis, we will see 70% of students achieving 1.5 years of academic growth in both MATH and ELA on MAP.
Budget Description	
Tags	MTSS, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Tailored Learning/Differentiation

Action steps	(Not started) Define MTSS team roles and responsibilities. Tags:MTSS: Shared Leadership (Not started) Define MTSS Tiers criteria. Tags:MTSS: Fidelity of Implementation (Not started) Define MTSS System - Data Collection Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Define MTSS system - Timeline for assessment Tags:MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring (Not started) Build staff's capacity around Tier 1, 2 and 3 instruction (both academic and social-emotional) Tags:MTSS: Curriculum & Instruction, MTSS: Progress Monitoring (Not started) Build an intervention system for Tier 2 and Tier 3 students (both academic and social-emotional) Tags:MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Define MTSS Parent Education System Tags:MTSS: Family and Community Engagement

Strategy 3

If we do...	Enhance systems and routines to engage with families and communities
Then we see...	Parents will activitely participate and/or lead school events, will support their children's achievements and will promote Talcott as a school of excellence
which leads to...	My Voice, My School Survey, specifically School Community with an average score of 70 or higher
Budget Description	
Tags	Leadership for Continuous Improvement, Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC, MTSS: Family and Community Engagement, Personalized Learning: Progression Based on Mastery

Action steps	• (Not started) Build Community Engagement Team (that include all stakeholders' representation).
	Tags:Family & Community Engagement, Equity: Inclusive Partnerships
	• (Not started) Build a system for parent and community engagement.
	Tags:Family & Community Engagement
	• (Not started) Identify and implement strategies to enhance community pride.
	Tags:Family & Community Engagement
	• (Not started) Build a system to assess family and community engagement.
	Tags:Family & Community Engagement
	• (Not started) Enhance family and community communication system
	Tags:Family & Community Engagement
	• (Not started) Enhance parent leadership
	Tags:Family & Community Engagement
	• (Not started) Strengthen and expand partnerships with external organizations.
	Tags:Family & Community Engagement, Equity: Inclusive Partnerships

Strategy 4

If we do...	Enhance systems and structures to educate stakeholders about the importance of attendance as a critical factor student achievement
Then we see...	Use attendace data to communicate with students and parents with the purpose of celebrating positive attendance trends, addressing concerns and making correlations between attendance and academic achievement
which leads to...	By the end of SY21-22, we will have an attendance rate of 97% or higher.
Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

Promote consistency between grade levels and clusters by defining common grading best practices including grading scales (what earns a C, B, A, etc?).

Jun 01, 2020 to Aug 28, 2020 - ILT

Promote consistency between grade levels and clusters by defining grading categories and weights.

Sep 07, 2020 to Jun 18, 2021 - ILT

Build a culture of excellence through consistent parent communication about students' academic and social emotional performance.

Sep 07, 2020 to Jun 17, 2022 - ILT

Build staff's capacity around assessment (for, as, of).

Aug 24, 2020 to Jun 18, 2021 - ILT

Build staff's capacity around standards based assessment.

Aug 24, 2020 to Jun 17, 2022 - ILT

Enhance portfolio alignment with a focus on writing.

Aug 24, 2020 to Jun 18, 2021 - ILT

Define exemplars for performance tasks across grade levels/programs and throughout interdisciplinary units.

Jun 17, 2022 to Jun 17, 2022 -

Strategy 2

Define MTSS team roles and responsibilities.

Jun 01, 2020 to Aug 24, 2020 - ILT

Define MTSS System - Data Collection

Oct 01, 2020 to Nov 20, 2020 - MTSS Team

Define MTSS system - Timeline for assessment

Aug 24, 2020 to Sep 28, 2020 - MTSS Team

Build staff's capacity around Tier 1, 2 and 3 instruction (both academic and social-emotional)

Aug 24, 2020 to Jun 18, 2021 - ILT

Build an intervention system for Tier 2 and Tier 3 students (both academic and social-emotional)

Sep 07, 2020 to Jun 17, 2022 - MTSS Team

Define MTSS Tiers criteria.

Aug 24, 2020 to Sep 28, 2020 - MTSS Team

Define MTSS Parent Education System

Sep 07, 2020 to Jun 18, 2021 - ILT

Strategy 3

Build Community Engagement Team (that include all stakeholders' representation).

Jul 20, 2020 to Oct 02, 2020 - ILT

Build a system for parent and community engagement.

Oct 05, 2020 to Jan 29, 2021 - Community Engagement Team

Identify and implement strategies to enhance community pride.

Oct 05, 2020 to Jun 17, 2022 - Community Engagement Team

Build a system to assess family and community engagement.

Sep 07, 2020 to Jun 18, 2021 - ILT

Enhance family and community communication system

Jul 06, 2020 to Sep 25, 2020 - ILT

Enhance parent leadership

Sep 07, 2020 to Jun 17, 2022 - Community Engagement Team

Strengthen and expand partnerships with external organizations.

Sep 07, 2020 to Jun 17, 2022 - Community Engagement Team

Strategy 4

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

ESSA Schoolwide Program

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

We will analyze data from ongoing assessments measuring student performance on NWEA, ACCESS, TRC/DIBELS, IAR (formally PARCC - Mandated), LAS-Links, teacher-developed unit assessments, and ThinkCERCA (Local). Data will be collected and analyzed by the ILT, then discussed in grade level meetings to drive the course of instruction and provide feedback for best practices.

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

The comprehensive full school day integrates academic instruction, physical education, and fine arts instruction. Included with this comprehensive school day is before and/or after school, which provides additional academic support and extracurricular activities.

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

Literacy: Alignment to Learning Priorities (CCSS ELA), and Balanced Literacy (Reading, Workshop, Writing Workshop, Close Reading, Read Aloud, Word Knowledge and Vocabulary) - Online tools (RAZ -KIDS, Learning A-Z, Happymath, IXL, BrainPop, Myon, ThinkCerca, and Newzela)
Math: Alignment to CCSS Math and Online tools (Engage NY) Fine Arts and Physical Education: In depth study and showcases done quarterly
Electives for Middle Grades
Museum Integration to curriculum in all grades
Comprehensive After School Program (Academic support and extracurricular activities).

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

A Multi Tier Support System will be further developed to identify students in Tier 2 or Tier 3. Additional academic support will be provided through before and/or after school program Partnerships with WITS and Wolcott High School will provide support through reading buddies, mentoring program, and Summer Programming for incoming kindergarten students. Students who exhibit social/emotional concerning behavior will be referred for counseling support.

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

Highly qualified teachers are identified for employment through CPS job fairs. A partnership with the University of Illinois at Chicago provides student teachers with a placement at Talcott, where upon their completion, the teachers from this pool have been hired. Additionally, when positions are available, a thorough vetting is conducted along with lesson modeling and recommendation checks.

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

High quality, ongoing professional development will be provided to all instructional and support staff through a variety of sources. The ILT will continue to receive targeted PD to build capacity on a variety of instructional strategies and curriculum planning, as well as specialized PD supporting English Learners and Diverse Learners. Established partnerships like the Department of Personalized Learning provide professional development on Personalized Learning and the Gust Foundation provides professional development on Inclusion. ILT members will in turn, facilitate PD's for the rest of the staff. Additionally, professional learning routines such as lesson studies, and learning walks have also been ongoing.

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

Parents will have the opportunity to participate in numerous learning activities and workshops geared towards their skill development that will support their child's learning. Furthermore, teachers in collaboration with our established partnerships will host various events such as Literacy and STEM night.

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

The partnership with WITS will continue to support Talcott families whose children will start Kindergarten.

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

The purpose of the ILT is to be a community of advanced learners who communicate and facilitate common goals and practices for growth throughout the school. ILT meetings take place on Tuesdays from 7:00 AM ? 7:45 AM.

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.

Instructional Leadership Team is comprised of:

Dr. Olimpia Bahena (Principal)
Deivi Aguilar (Assistant Principal)
Ewa Torres (LSC, Early Childhood, Special Education)
Lauren Shiffrin (Special Education, Case Manager)
Eliza Bryant (Special Education)
Pamela Swope (Specialist)
Karen Hall (General Ed and Middle Grades)
Damaris Cami (Dual Language and Primary Grades)
Rosalba Granados (Dual Language and Primary Grades)
Donna Andrade (Dual Language and Middle Grades)
Christina Korbakis (Dual Language and Intermediate Grades)
Elsa Garza-Shalaveyus (Counselor)
Roxanne Karia (Dual Language Coordinator and ELPT)

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

Through the use of effective pre-assessment strategies, consistent monitoring, and ongoing assessments along with developing a Multi Tier Support System, teachers will be able to identify students in Tier 2 or Tier 3. Additional academic support will be provided through before and/or after school programs. Partnerships with WITS and Wolcott High School will provide support through reading buddies, mentoring program, and Summer Programming for incoming kindergarten students. Also, students who exhibit social/emotional concerning behavior will be referred for counseling support.

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

The partnership with Erie Neighborhood House has been for more than 10 years and they are funded through federal grants. They provide adult education in the areas of ESL, computer and nutrition to parents at Talcott.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations,

such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Administration will present the Principal?s Annual Title I information to the PAC at the initial mandated meeting. Parents will meet monthly as part of the PAC/BAC to assess the school's progress towards meeting required components of the Title I Parent Involvement Plan. Meetings will be hosted at the school, publicly advertised, and parents will have opportunities to provide input and suggestions for improving components of the plan.

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

All parents are invited to the PAC meetings. Information of the PAC meetings are publicly advertised throughout the school, school's website, parent bulletin display case, and on the Principal?s weekly newsletter. The Title I Annual Meeting and the Title I PAC Organizational Meeting will be separately scheduled no later than September 25, 2020.

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

The Parent Advisory Council (PAC) will establish dates for monthly meetings for parents to share suggestions and to participate in decision-making regarding student progress and education. An administrator and/or administrator liaison (ELPT) will be present at every meeting and they will address any and all concerns at the meeting. Anything that cannot be addressed at the time will be followed up with an investigation and meeting with administration. Additionally, parent leaders and administrators will collaboratively establish a schedule of meetings, which will include Open House, Report Card Pick Up Days, and Open Classroom Day.

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. The counselor will also be available to meet with individual parents who may have questions or concerns.

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.

All procedures outlined by Title I Final Regulations will be followed. At this point, all Talcott teachers are Highly Qualified.

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

Administration will have a "State of Talcott" presentation for stakeholders where pertinent data is shared to garner parent support in monitoring student progress. Additionally, parents will be invited to learn more about curriculum at Talcott by classroom teachers. Teachers will provide further insight into standards targeted and content covered throughout their curricula at these parent events.

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

Staff will utilize engagement strategies to increase parent awareness and participation to support the academic achievement of their students. Administration will continue to support PAC and BAC meeting time so parents can create goals, prioritize, and ask for training in technology, literacy, internet safety, and tech-awareness for students. The PAC, BAC, and other parent leaders will organize a Parent Conference event where teachers and community organizations facilitate sessions on different aspects of student learning. Both parent committees will work collaboratively with the Community Engagement Team to help provide opportunities for parents and students to participate in school-wide and classroom events, workshops, monthly celebrations, and showcases from the Fine Arts Program. The Community Engagement Team will be comprised of BAC/PAC representatives, teachers of different grade clusters, and students from the middle grades. Furthermore, the PAC, BAC, PTO, Room Parents, and Community Engagement Team will work together to establish external partnerships, thus building a stronger system for family and community engagement and increasing student academic achievement.

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

All staff will continue a two-way system of communication with parents/families in support of student progress. Parents will be supported in establishing a parent portal account where they can see student progress and communicate with teachers. Talcott?s Fine Arts Program, Dual Language Program, Counseling Advisory Council, and partnerships are aligned to the school mission and will continue supporting parents and students with specific student/family needs. Additionally, staff and parents will have opportunities to participate in and collaborate through the PAC, BAC, PTO, Community Engagement Team, and Room Parents. These partnerships will reinforce ties and lines of communication with parents and family members.

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

Pre-K and Kindergarten parents will continue to participate in classroom activities every other Friday by spending 30 minutes in their child's classroom. Parents will also have opportunities to join their children in regular classroom activities.

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

Information given to parents via the school website will be in English, however the option to translate it in another language is available using the imbedded Google Translate Tool. Information will also be provided in English and Spanish through Talcott?s cell-phone application, social media (Twitter and Facebook), flyers, newsletters, and letters/messages emailed by the Principal. Room Parents will continue to help communicate information coming from the teacher, administration, and parent-teacher organizations to the rest of the classroom parents. Lastly, the Community Engagement Team will be an additional avenue where information will be communicated to parents and families.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

n/a

School-Parent Compact (Complete)

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

Talcott Fine Arts and Museum Academy focuses on every student?s strengths to foster curious and independent learners.
Our whole-child approach is rooted in our community?s core values:

-Develop creative thinking through Fine Arts and Language to enrich student voice.
-Encourage students to become young advocates who are engaged in civic and social justice causes.
-Create experiences in cultural spaces, both inside and outside of Talcott.
-Support students in their personal growth to effectively communicate with others.
-Embrace biliteracy, bilingualism, and multiculturalism.

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

Parent-teacher conferences will take place according to the CPS Calendar, which are on Wednesday, November 18, 2020 and Wednesday, April 21, 2021. In addition, parents will have the opportunity to meet with teachers at other times throughout the year, including Open House for each grade level band, to engage in discussions around student progress towards meeting academic goals.

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 distributed on October 9, 2020, December 18, 2020, March 12, 2021, and on May 21, 2021. Parents will also have daily access to Aspen?s Parent Portal to monitor their student?s grades and attendance.

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

During the Open House, teachers will inform parents on the various ways to be in communication. Communication access will include email, Google Classroom, in person meeting (when needed), phone call and/or by request to an administrator.

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

After district vetting is complete, parents will be welcomed to volunteer for field trips, school shows/presentations/events including the Fine Arts Showcase and PAC/BAC events, family involvement every other Friday from Pre-K and Kindergarten classrooms, and on Open Classroom Day.

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

Parents will have opportunities to establish a Parent Portal account and have daily access to monitor their student?s grades and attendance. Through Aspen?s Parent Portal, parents can communicate with the teacher regarding their student?s attendance and grades by sending a note/message. Additionally, parents can also support their child?s learning by monitoring their participation, assignments, and grades on Google Classroom.

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

Talcott has an Open Door policy. Parents can communicate with teachers and/or administration at any time. We are committed to addressing any concerns and/or questions parents may have within 48 hours. Parents will also have multiple avenues to participate in making decisions related to their child?s education. The PAC, BAC, PTO, Room Parents, and Community Engagement team will provide a multitude

of opportunities for parents, and students to participate in school-wide and classroom events, workshops, monthly celebrations such as Celebrations Around the World, Hispanic Heritage month, African American History month, etc., and exhibitions from the Fine Arts Program such as showcases, performances, productions, and dances.

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).

Staff will continue using the Growth Mindset approach for students to develop a positive attitude and a strong work ethic. Students will be encouraged to monitor their grades and attendance on Aspen?s Student Portal, participate in teacher-student conferences with their teachers and counselors, and to collaborate with peers in extra curricular activities, clubs, and/or in student government. The Counseling Advisory Council will provide additional SEL resources and support to foster positive character strengths in students.

Parent Budget (Complete)

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

Parents will be guided in spending the funds allocated to them in achieving their goals created through the Parent Advisory Committee. The PAC will seek out articles, professional readings, and workshops for parents focusing on goals to increase parent participation, leadership, and student achievement. These goals include, but are not limited to the PAC working in conjunction with multiple parent committees to increase parent and community involvement; help establish a Community Engagement Team comprised of BAC/PAC representatives, teachers, and students from the middle grades; collaborate with the Community Engagement Team to create systematic pathways of communication between all stakeholders; help provide opportunities for parents and students to participate in school-wide and classroom events, workshops emphasizing tech-literacy, internet safety, tech-safety in classrooms, and other parent/student needs, monthly celebrations, and exhibitions from the Fine Arts Program. Furthermore, the PAC, BAC, PTO, Room Parents, and Community Engagement Team will work collaboratively to incorporate external partnerships/organizations, hence building a stronger system for family and community engagement and increase student academic achievement.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00

53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$1496.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00