

# Talman Elementary School 2020-2022 plan summary

## Team

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## Team Meetings

Date	Participants	Topic
01/31/2020	Ms. Ortiz, Mrs. Gonzalez, Mrs. Alvarez, Mrs. Ramirez, Mrs. Soto, Mrs. Ruiz, Mr. Villarreal, Mrs. Rostro, Mrs. Sanchez, Mr. Vaca, Ms. Delgado, Mr. Martinez, Mr. Boberg, Ms. Manuszak, Mr. Delacy, Mr. Groff, and Mr. Chlumsky	CIWP

Date	Participants	Topic
05/06/2020	William Chlumsky, Miguel Aguilera	CIWP

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Talman's community, which includes students, staff, parents, and community partners, is committed to developing high, clear expectations, rigorous instructional programs, and support for all students, including Diverse Learners and ELLs, to prepare them to be college and career ready. These expectations include setting goals and future steps for each student. Each year we identify areas of focus that guide our school-wide initiatives and professional development. During the 2020-2022 school year we will continue to focus on the implementation of the CCSS and rigorous student and teacher questioning in whole and small group discussions. In addition to questioning, we will focus on the writing process and the different genres of writing aligned with the CCSS. Goals are established for each grade level, grade cycle, and teacher at Talman. These goals require that students move an average of 1.0 to 1.5 grade levels each year in order to narrow the achievement gap, and to ensure college and career readiness. Talman has also implemented a community school model that supports the academic, social emotional, and physical development of students and families. Through the Community School Initiative, we are able to provide a

variety of extracurricular activities. Talman's theory of action is tied to its beliefs and values that drive decision-making in the school. Talman has also established a strategic plan to address its powerful practices, which includes extensive unit planning, backwards mapping, differentiated instruction, and increasing classroom rigor. Talman has established school-wide goals, individual goals, and grade-level goals. There are several leadership teams that help accomplish these goals including, ILT, grade cycle teams, and Literacy, Math, and Science committees. Posters displaying school-wide goals are in each classroom and hallway. These posters are referenced by all staff members and students to increase exposure.

- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 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
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** Talman's community, which includes students, staff, parents, and community partners, is committed to developing high, clear expectations, rigorous instructional programs, and support for all students, including Diverse Learners and ELLs, to prepare them to be college and career ready. These expectations include setting goals and future steps for each student. Each year we identify areas of focus that guide our school-wide initiatives and professional development. During the 2018-2020 school year we will continue to focus on the implementation of the CCSS and rigorous student and teacher questioning in whole and small group discussions. In addition to questioning, we will focus on the writing process and the different genres of writing aligned with the CCSS. Goals are established for each grade level, grade cycle, and teacher at Talman. These goals require that students move an average of 1.0 to 1.5 grade levels each year in order to narrow the achievement gap, and to ensure college and career readiness. Talman has also implemented a community school model that supports the academic, social emotional, and physical development of students and families. Through the Community School Initiative, we are able to provide a variety of extracurricular activities. Talman's theory of action is tied to its beliefs and values that drive decision-making in the school. Talman has also established a strategic plan to address its powerful practices, which includes extensive unit planning, backwards mapping, differentiated instruction, and increasing classroom rigor. Talman has established school-wide goals, individual goals, and grade-level goals. There are several leadership teams that help accomplish these goals including, ILT, grade cycle teams, and Literacy, Math, and Science committees. Posters displaying school-wide goals are in each classroom and hallway. These posters are referenced by all staff members and students to increase exposure.

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 4 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** Through on-going vertical collaboration, staff, and grade cycle meetings, Talman staff continues to outline and discuss Common Core Standards to be taught by quarter. The staff develops Common Core Assessments to be administered for the second, third, and fourth quarters, and quarterly performance assessments. Each teacher has created a curriculum map for the year, small group lesson plans for literacy and math content areas, all based on Common Core Standards. Talman staff also implements novel studies, small group discussions and literacy circles. Teachers are utilizing complex texts in their classrooms to increase rigor and challenge students. Talman staff members increasingly expose students to non-fiction texts throughout the year. Teachers model note-taking strategies in all subject areas. Students are expected to have seven, single-subject notebooks for core and auxiliary subjects. These are used for note-taking and are accompanied with an agenda for organization. Special education teachers, general education teachers, and the instructional leadership team meet to ensure that students with disabilities and ELLs have access to content knowledge and are provided support and interventions they need. These staff members have also acquired technology to scaffold instruction, including recordings of texts, to ensure students have appropriate modifications and accommodations. The teaching staff has also implemented a classroom model that supports the academic, social emotional, and physical development of students.
- 4 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 4 Use questioning and discussion as techniques to deepen student understanding
  - 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Talman teachers begin each class by clearly stating the objectives and purpose for learning which are posted on their whiteboards. Students write objectives and purposes for learning in notebook in grades 1-8. They also clearly

communicate directions and procedures verbally and visually. Instructors vary questions from literal to inferential. Staff members use a balanced approach including modeling, guided, shared, and independent practice in their instruction. Class discussions are facilitated to increase the amount of higher-order questioning that takes place during these discussions. Teachers create an environment to engage students in small group discussions and provide evidence to justify their thinking and responses. Teachers work in grade cycle meetings to sequence and align standards-based objectives to promote deeper understanding and expose students to a rich variety of fiction and nonfiction text. Talman teachers build background knowledge in order to scaffold instruction for ELLs and special education students using instructional materials at students' independent and instructional levels. Tasks are connected to complex texts to increase the rigor and level of students understanding. Teachers give formative assessments to check for understanding, quick-writes, exit slips, note-taking, quizzes, tests, and portfolios. Talman staff members integrate data to develop lessons and monitor progress. Also, Talman teachers create bell ringers and closing activities to introduce and provide closure on content. While performing peer observations, teachers are tracking the number of higher level and lower level questions.

- 4 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 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
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 4 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** A balanced assessment system accurately measuring the full scope of student learning is present at Talman. All teachers have access to data on Google Drive and by logging into the respective websites for each assessment. Every grade level uses comprehensive assessments weekly, formatively, and summatively, including ACCESS, NWEA, and PARCC, in addition to teacher-made performance assessments and district-suggested benchmark exams. Teachers utilize students' work, portfolios, extended responses, reading logs, performance tasks, and project-based learning assignments in order to gauge effectiveness of learning. Also, teachers develop their own Common Core Assessments, aligned to the Common Core Standards, to administer twice a quarter. Teachers look at common core standards that are required and design an assessment based on

the level that students should be responding at. After, the teachers grade them, they look for trends, analyze, and spiral them into their next unit. Teachers then engage in peer feedback as they meet with teachers above their grade to gauge and ensure improvement of test questions. Re-teaching also happens so that students are allowed to correct their errors and make improvements. The principal and assistant principal are directly involved in reviewing custom assessments and approving alterations. Talman also utilizes electronic, adaptive assessments in addition to traditional paper-and-pencil assessments. Also, each student takes placement exams to determine their skill and ability levels in reading, mathematics, and spelling. Implementing the above practices has led to the following results. Talman's 2017-2018 School Quality Rating Profile shows an increase in NWEA. In 2016-2017 the percent of students meeting and exceeding national growth norms was 56.9 and in 2017-2018 it increased to 73.7 percent. Implementing the above practices a rigorous grading scale is in place to make students college and career ready. For instance: 93-100, A; 92-87, B; 86-78, C; 77-70, D; 69 and below, F. Students benefit from the high academic and social expectations at Talman. Parents and staff have access to student progress in each subject through Parental Portal. Parents were strongly encouraged to sign up for parent portal. Parent portal sign-up took place throughout the year during school events to increase parent portal participation. Currently, 91% of parents are signed in to this system and are logging on regularly. Grades and homework assignments are updated regularly in Gradebook to keep parents abreast of their child's academic or behavioral progress. In addition, teachers schedule parent meetings, emails and phone calls when necessary. Efforts to keep grading policy uniform across grade levels is paramount. Teachers, support staff, and administration dialogue regularly so parents and students know what to expect for the year.

- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 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)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 4 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)
  - 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)
  - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)

- 4 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)
- 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 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)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** Teachers begin Tier 1 support by whole class instruction with overview of agenda and work expectations. Teachers give students rubrics that outline student expectations. Rubrics and point systems are based from student abilities. Afterward, Tier 2 and 3 students are given support by a general education teacher and MTSS coordinator who targets personalized instruction. The teacher also gives individualized instruction, classwork, and homework to meet their needs. They are assisted by SECAs and college tutors. Teachers review on data with students to make them aware of their progress and also modify strategies to

increase student performance. Attendance, truancy, and failure issues are quickly noted with phone calls to parents. Teacher implements intervention plans for at-risk failures. School-wide students are provided with fun assemblies such as creativity dome from the Museum of Science and Industry and local musical performances. As a class, students attend morning meetings on Mondays and Fridays that are led by their teacher to check on social emotional needs. The meeting focuses on providing an outlet for students to express concerns or issues. Social Emotional Learning (SEL) conversations are aligned with NEWSELA articles and a school-wide word of the day. The word is discussed as a class followed by a weekly SEL activity that later gets posted on a appreciation station board. Students are also provided with the opportunity to journal or share out their thoughts. Because of the relaxed atmosphere, many issues are brought to light that need addressing. Whenever a concern or form of misconduct arises, like gossip, rude behavior, unfair treatment, frustration, classroom tensions, the students of any affected class are required to record their feelings on paper, which is then addressed to be read only by a staff member of his or her choice. This reflective and restorative method allows the students to take time and express themselves in a quite and confidential manner. The students can either express themselves freely, or request support. Workshops are also provided for students throughout the school year on the topics such as: bullying, anxiety, self esteem, anatomy, puberty, relationships, adolescences, etc. Teachers model SEL habits and provide realistic cases because the workshops provide students with life skills in and outside of the classroom. Separate Boys and Girls groups facilitated by social workers and counselors, meet regularly to provide intensive support on the following topics: self-esteem, leadership, self-management, respect and self-respect. For students that need intensive one-on-one support, outside counseling is coordinated with partnered organizations and with students' parents.

- 4 - Transitions, College & Career Access, & Persistence
  - 4 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)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** Every Talman staff member reinforces the message to our students, parents, and community members that students must be college and career ready upon graduation. This message is accomplished through informative and motivational conversations from Prekindergarten through eighth grade from visitors and staff members. Talman offers a yearly high school fair to middle school students to help them make informed decisions. Post secondary preparation is emphasized through visits from current high school and college students, and former Talman students that offer students real advice and experiences on high school and college expectations. In addition, Talman hosts a yearly Career Day to give students a sense of daily life in a variety of fields. Each grade level is spoken to on an interactive and personal level by a variety of professionals. The professionals are encouraged to communicate how their primary and secondary education helped them succeed. Throughout the year, students experience a college-emphasized setting to positively influence their transitions to secondary and post-secondary endeavors. As stated previously, students work closely with



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

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** Relational trust is very evident at Talman and is filtered from the principal to the students. Principal, teachers, staff members, parent mentors, college tutors, custodial, and technical support all focus on relationship-building. Talman portrays a very positive atmosphere by its professionalism, shared accountability, trust, respect, and genuine concern for all. Professional development and staff meetings focus on team-building and frequently reiterate these themes and topics. Talman holds high expectations for all students, parents, community members, and staff. It is a Talman expectation to ensure that all members feel respected, cared for, heard, and that discussions and interactions between students and staff reflect warmth and sincerity. Students are given a model of civility by principal to teacher, teacher to teacher, teacher to parent and student interactions. When a problem arises between students, it is addressed immediately before it can escalate. School social workers and counselors address and give advice to all parties. The Talman transparency policy proves that all are included and important in decision making and information sharing. This results in school trust from top to bottom. Policy lets parents, students, and staff keep abreast of current situations. All parties are given an opportunity of offer solutions and improvements in dialogue. The language of a healthy family is evident at Talman. Data is shared with all staff concerning students who emotionally may be having a difficult time. Discussions are wisely adjusted for student age level and maturity. Staff is sensitive to what triggers a student and is mindful of that in student interactions. This results in a smooth-running, positive, academic, and social experience for all.

- 3 - Student Voice, Engagement, and Civic Life
  - 4 Study politics
  - 4 Become informed voters and participants in the electoral process
  - 4 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 4 Experience a schoolwide civics culture
  - **Evidence:** Talman offers many extracurricular and enrichment activities through our community partnerships, like SWOP, to build leadership and college and career readiness. The school is open at 6:30am every morning to offer a homework help to our students. Talman also offers a variety of arts, sports, and academically based programs. The arts programs include Urban Arts, Photography-based Yearbook, Woodshop, and Music Production. Sports programs include Girl's Soccer, Boy's Soccer, and basketball. Academic programs include Student Government, Typing and Chromebook, and Chess. Programs such as a No Bullying Campaign, organizing school fundraisers and incentive plans are just a few of the successful events the Student Government performs. Talman strongly believes in addressing the whole child and integrating supports to address students' social, emotional, and academic needs. Talman strives in providing students with a rich instructional program to support a child in all core subject areas. Talman also strives to provide students with extracurricular programs to spark student interests in different areas outside the regular academic program that will positively impact students' success. Extracurricular activities are engaging and a great way to socialize with peers. These programs can also help to improve students' time management and stress management skills, improving overall productivity. Extracurricular activities also increase a candidate's appeal when applying to college. The development of all programs are drafted directly from students' requests and interests which increases student participation. Equitable exposure to these opportunities is ensured by scheduling that does not interfere with intervention and incorporation of students with special needs. These programs are facilitated by our teachers and college tutors, which nurtures talents and reinforces student-teacher relationships.
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Talman, like any school, is comprised of students from varying backgrounds. Although the school is nearly 100% Hispanic, student backgrounds are not. They range from moderate to high need situation. However, time and again, Talman proves to be a safe haven for them, even if home environment is not. Because of the open rapport between staff, administration, parent mentors, and students, problems often times are solved before they escalate. Often times, students will feel secure enough to bring up issues to counselors and staff. This rapport has been a safety net for students. Talman ensure students and adults

feel physically safe at Talman. Talman has implemented clear procedures for arrival and dismissal periods. Talman maintains high expectations for students and staff. It is expected that Talman staff make themselves available to students and parents. Many parents communicate with classroom teachers via email, cell phone, text, or through conversations that occur during dismissal. Teachers also send home a weekly newsletter to inform parents of weekly classroom information. Parents and students recognize the accessibility that they have with staff. Classroom teachers also facilitate morning meetings 1-2 times a week to provide students with an opportunity to reflect and express concerns that students may be experiencing. Discussion circles make students feel more secure with each other and therefore, underlying issues are brought to the light for solving. Morning Meetings have been an engaging strategy that has build a strong sense of community. A Discipline Management system is formed by teachers and administration at the beginning of the year. Management systems are similar by grade cycle. As students transition to the next grade, parents are aware of the management system that is in place. At the beginning of the year, students also receive a school agenda that contains the Talman Student and Parent Handbook. The handbook provides discipline management information for parents to review. Parents are expected to return the form signed. Teachers also send a letter to parents at the end of year to their incoming students explaining the systems in place that will be in their child's classroom the following year. This makes parents and their children aware of student expectations and ensures a secure environment. Rarely, do physical fights occur between students. Administration sees referrals only when problems reach levels 3-6. Most issues are solved by teachers in the classroom by addressing all parties involved, this includes student and parent. Staff usually is made aware of strained situations by email, meetings, and conferencing with parents, students, and other staff. Open discussions on safety plans exist to pinpoint the right solution for each situation. In addition, the current student government is facilitating a bullying prevention campaign. The students have independently researched bullying and how to deal with it. They talk about bullying with each classroom so students may feel safe in coming forward with problems. This undeniably adds to the safety feeling at Talman.

- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 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)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Talman's school-wide discipline plan includes a tiered approach to behavioral intervention, and it builds on incentives and positive behavior recognition. Conferencing with students, staff, and parents and highlighting behavior expectations are integral to provide the best approach for problem-solving. Always and at all times, respect of the student is given. It is no intent of the teacher or administration to "shame" a student into correcting behavior. Positive behavior is rewarded and encouraged. Pictures of Student of the Month, who meet and exceed criteria, are posted near the entrance to showcase affirmative behavior. Equitable measures are taken when conflict between students arise and disrupt the classroom. Social workers facilitate a group discussion where they separate after school boys' and girls' groups to discuss any

classroom problems. The school counselor aids in the girls' group. These discussions provide a safe environment where children can unload their burdens in confidence. Trained personnel aim to work through the root of the problem instead of just solving recurring issues. Partnerships with SWOP also make these programs possible because they provide trained mentors and spaces to have these conversations. Within the school day, weekly incentives provide motivation for students to succeed in their classrooms. Shared ownership of student behavior exists between all teachers and grade-levels. In addition, the "Talman Way," teamwork, shared accountability, respect, discipline and hard work, is consistently expected with students and staff. When issues arise, staff adheres to the Student Code of Conduct when addressing infractions and establishing Friday incentives. Incentives such as, jean days, dances, assemblies and jean day or field trips are withheld if students do not reach criteria. Conferencing with students, staff, and parents and highlighting behavior expectations are integral. For more serious issues, further disciplinary actions are taken. When necessary, a professional becomes involved to offer advice and intervene between parties.

- 4 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 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:** Family and community engagement at Talman is extremely friendly and welcoming. It is evident from the moment a newcomer walks in the building because friendly smiles and teamwork welcome ALL people. The PAC and BAC are active and meet monthly to plan student success in and out of classroom. Parent mentors and volunteers make Talman a strong verbal and physical force, from instructing children to spending hours, planning and overseeing, obtaining food/treats, and making decorations for different events. These events include Winter and Spring Assemblies, picnics, and graduations. Parent committees also give suggestions and feedback on parent workshops. Administration carefully considers their suggestions and implements changes. In addition, a weekly classroom newsletter is given to ensure families know the upcoming curriculum and homework. If there are any concerns, parents can preview in the newsletter what is expected of their child. This communication establishes good habits so children are college and career ready. Effective two-way communication is key at Talman. Teachers give out their emails to parents. Parent-teacher meetings are held to inform parents about classroom expectations that way parents are well-informed about the classroom dynamics and offer their input. Talman, likewise, distributes remediation plans to parents that recommend steps for their student's success. These steps are especially important because teachers and parents work together to come up with a plan that is unique to the student. The student,

parents, and teacher develop a strategic plan not only for improved grades but also the student's overall well-being. Talman staff is proactive in addressing student issues. Teachers do not wait for parents to contact them, but instead reach out with phone calls or emails to address concerns.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	3
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	5
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	4
4	Quality and Character of School Life: Relational Trust	0
4	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.

## 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
<p>Vision: NWEA Growth G3-8 (Reading)</p> <p>If we develop and implement a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (ELs and DLs) and build upon foundations established in the previous grade, then our students will be proficient in reading according to CCSS.</p>	EL		56.00	58.10
	Students with IEPs		24.50	25.50
<p>Vision: NWEA Growth G3-8 (Math)</p> <p>If we develop and implement a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (ELs and DLs) and build upon foundations established in the previous grade, then our students will be proficient in Math according to CCSS.</p>	EL		57.10	58.10
	Students with IEPs		42.20	43.20
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Talman is consistently working towards our goal of getting students to be college and career ready. We recognize the importance of increasing our national percentile in reading and math. Talman has developed and implemented a coherent, rigorous curriculum that promotes college</p>	Overall		78.50	79.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>and career readiness for all diverse learners (ELs, DLs) and builds upon foundations established in the previous grade. This curriculum has given students access to several high school options (Magnet Schools, IB Schools and Selective Enrollment Schools) . We recognize that we need to increase our attainment percentile in reading in order to for students to be successful in future endeavors.</p>				
<p>SQRP: National School Growth Percentile - Math (Grades 3-8)</p> <p>Talman is consistently working towards our goal of getting students to be college and career ready. We recognize the importance of increasing out national percentile in reading and math. Talman has developed and implemented a coherent, rigorous curriculum that promotes college and career readiness for all diverse learners (English Language Learners, Special Education) and builds upon foundations established in the previous grade. This curriculum has given students access to several high school options ( Magnet Schools, IB Schools and Selective Enrollment Schools) . We recognize that we need to increase our attainment percentile in reading in order to for students to be successful in future endeavors.</p>	Overall		72.50	73.00
<p>SQRP: % of Students Making Sufficient Annual Progress on ACCESS</p>	EL		36.10	37.10

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>Currently, Talman elementary has a student population of 98.4% Hispanics, and of those 98.4% of students, about 40% are English Language Learners. We have a total number of 146 students enrolled in our bilingual program. If we develop and implement a coherent, rigorous culturally appropriate curriculum that promotes college and career readiness for all students and build upon foundations established in the previous grade, then our students will be proficient in Reading and Math according to CCSS.</p>				

**Required metrics (Elementary) (133% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b>            Social/Emotional support will be provided to students and families in need through partnerships with neighborhood organizations. The school counselor, support team, and school social worker will work closely in identifying and monitoring students' progress. As a result of addressing students' and families' social and emotional needs, our desired result is to provide support to families that are experiences challenges and problems at home. This is an effort to create a community school.</p>			5.00	5.00	5.00

**Custom metrics (0% complete)**



	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

# Strategies

## Strategy 1

If we do...	If teachers plan for rigorous differentiated literacy curriculum to meet the needs of all students (English Language Learners, Diverse Learners, Gifted)
Then we see...	all students demonstrating growth towards achieving mastery at grade level
which leads to...	students being college and career ready according to the Common Core State Standards.
Budget Description	Professional development focused on differentiated instruction for all learners ELs, DLs, and students already exceeding state standards.
Tags	Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Differentiation: Teachers will plan lessons that will include differentiated learning activities for all students (ELs, DLs, Gifted, Tier I and Tier II).  Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum &amp; Instruction</li> <li>(On-Track) Differentiation: Teachers will design differentiated assessments for all students (ELs, DLs, Gifted, Tier I and Tier II). Teachers and support staff will engage in weekly item analysis of student results to develop instructional plans to targets areas in which students have not mastered. Students will also engage in their own analysis of their data to identify strengths and needs.  Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Progress Monitoring</li> <li>(Not started) Peer Observations: Teachers/ ILT will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms.</li> </ul>

Tags:Curriculum, Instruction, MTSS: Curriculum & Instruction, Teacher Leader Development & Innovation: Teacher Teams

- (On-Track) MTSS: College tutors, aides, and SECAs will support the MTSS coordinator and Classroom teachers and provide additional small group instruction. Tier II, Tier III, English Language Learners, Diverse Learners, and Gifted students will receive additional scaffolding which will focus on their precise area of need: i.e.early reading behaviors, fluency, comprehension, vocabulary, writing.

Tags:Instruction, MTSS: Curriculum & Instruction

- (Not started) After School Programming: After school differentiated programs will support students academically in language arts for all grades Kindergarten-8th grades. These programs will provide students with additional differentiated instruction minutes to improve literacy skills.

Tags:Instruction, MTSS: Curriculum & Instruction

- (On-Track) Parent Involvement: K-8 Parent data sessions will be held to review NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home. Individual student level reports will be distributed to parents during parent teacher conferences in November and April. Parent sessions will also be held quarterly to review literacy strategies that parents can implement at home with their children.

Tags:FACE2: Parent Engagement, Literacy: Shift 3-Increase Access to Culturally Responsive Resources

- (On-Track) Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, differentiated lessons and assessments aligned to the CCSS, analyze student work, literacy best practices i.e., balanced literacy, word knowledge, questioning, DOK, writing process, discussion groups, levels of questioning.

Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Teacher Teams

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

	<p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum &amp; Instruction, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(On-Track) Primary Literacy Program: Pre-K to 2 teachers will modify their literacy block schedule to include all components of reading and bilingual programs. Time will managed effectively to ensure guided, shared and independent reading and writing and differentiated small group instruction. This will effectively prepare students for success in intermediate grades.</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum &amp; Instruction</p> <ul style="list-style-type: none"> <li>(On-Track) Resources: Teachers will be surveyed to share integral resources and materials that are needed in order to support student learning. Teachers will use technology, core basal program, bilingual core basal program, and additional resources and materials to support student learning. ILT members and teacher input will be constantly reviewed to assess the effectiveness and seek out additional resources to support student learning and increase student outcomes.</li> </ul> <p>Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MTSS: Curriculum &amp; Instruction</p>
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**Strategy 2**

If we do...	If teachers plan for rigorous differentiated math curriculum to meet the needs of all students (English Language Learners, Diverse Learners, Gifted)
Then we see...	all students demonstrating growth towards achieving mastery at grade level.
which leads to...	students being college and career ready according to the Common Core State Standards.
Budget Description	Teachers will identify the materials and resources on surveys. Funds will be allocated and LSC will be consulted for approval.
Tags	MTSS: Curriculum & Instruction
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Differentiation: Teachers will plan lessons that will include differentiated learning activities for all students in mathematics (ELs, DLs, Gifted, Tier I and Tier II).</li> </ul> <p>Tags:Curriculum, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(On-Track) Differentiation: Teachers will design differentiated math assessments for all students (ELs, DLs, Gifted, Tier I and Tier II). Teachers and support staff will engage in weekly item analysis of student results to develop instructional plans to</li> </ul>

targets areas in which students have not mastered. Students will also engage in their own analysis of their data to identify strengths and needs.

Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth

- (On-Track) Peer Observations: Teachers/ ILT will conduct peer observations to provide an opportunity for self reflection on their teaching practices, provide feedback for improvement, and obtain ideas from colleagues to implement in their classrooms.

Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth

- (On-Track) MTSS: College tutors, aides, and SECAs will support the MTSS coordinator and Classroom teachers and provide additional small group instruction. Tier II, Tier III, English Language Learners, Diverse Learners, and Gifted students will receive additional scaffolding which will focus on their precise area of need in mathematics.

Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth

- (On-Track) After School Programming: After school differentiated programs will support students academically in mathematics for all grades Kindergarten-8th grades. These programs will provide students with additional differentiated instruction minutes to improve literacy skills.

Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth

- (On-Track) Parent Involvement: K-8 Parent data sessions will be held to review NWEA student summary reports at the end of each benchmark testing period. This will detail to parents assessment standards and expectations so they can provide additional support at home. Individual student level reports will be distributed to parents during parent teacher conferences in November and April. Parent sessions will also be held quarterly to review literacy strategies that parents can implement at home with their children.

Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth

- (On-Track) Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, differentiated lessons and assessments aligned to the CCSS, analyze student work, and mathematical best practices.

	<p>Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(On-Track) Feedback: Teachers will receive feedback on assessments, unit and lesson plans from their colleagues, principal and assistant principal. Teachers will also review their colleagues lessons plans and student work samples to provide critical feedback and use the experience as a positive learning opportunity to enrich their own practice. This will improve the curriculum, presentation and student's learning activities.</li> </ul> <p>Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth</p> <ul style="list-style-type: none"> <li>(On-Track) Resources: Teachers will be surveyed to share integral resources and materials that are needed in order to support student learning. Teachers will use technology, core basal program, bilingual core basal program, and additional resources and materials to support student learning. ILT members and teacher input will be constantly reviewed to assess the effectiveness and seek out additional resources to support student learning and increase student outcomes.</li> </ul> <p>Tags:Curriculum, Instruction, Assessment: Monitoring Student Learning to Support Growth</p>
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**Strategy 3**

If we do...	Case manager, counselor and social worker will lead SEL team (various members) and provide professional development and resources to staff, parents, and students on how to address students' social and emotional needs.
Then we see...	Students will implement new knowledge and become problem solvers, decisive decision makers, and proactively seek and receive support.
which leads to...	Students will focus on academic and life skills in college and beyond the classroom.
Budget Description	
Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(On-Track) Behavior Management: Talman's common school-wide discipline plan includes a tiered approach to behavioral intervention, and builds on incentives and positive behavior recognition.</li> </ul> <p>Tags:OSEL: Supportive and Equitable Discipline Practices</p>

	<ul style="list-style-type: none"> <li>• (On-Track) Incentives: Talman staff adheres to the Student Code of Conduct when addressing infractions, and establishes incentives for students to work toward, as well, such as "Jean Days," movies, game day, dances, assemblies, etc.</li> </ul> <p>Tags: OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Conferences: A variety of conferences related to student safety, attendance, behavior will be held as needed with students, staff members, and parents to address social, emotional, and academic needs.</li> </ul> <p>Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Talman Way: Talman vision and mission will be shared consistently throughout the school community. The "Talman Way" is commonly focused on by all staff members (teamwork, shared accountability, respect, discipline, hard work, etc.) A shared ownership of student behavior exists between all teachers in any grade level.</li> </ul> <p>Tags: OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Social and Emotional Workshops: Social and emotional workshops will take place for students and parents on puberty, relationships, self esteem, bullying, anxiety, etc. So all have the necessary tools for problematic life issues.</li> </ul> <p>Tags: OSEL: SEL Instruction, OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (On-Track) Restorative Practices: Restorative practices will be implemented to foster a safe learning environment. Community building and constructive conflict resolution will replace suspensions for minor infractions. Morning Meetings will take place weekly in every homeroom to address community building and as an outlet for expression.</li> </ul> <p>Tags: OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment</p>
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**Strategy 4**

If we do...	Create a MTSS team to implement intervention strategies and progress monitor those students at-risk. Team will include MTSS coordinator, case manager, psychologist, social worker, counselor, AP, general and special education teachers.
Then we see...	students making gains in skills necessary to attain mastery at grade-level curriculum and objectives.
which leads to...	students being college and career ready according to the Common Core State Standards.
Budget Description	Teachers will be surveyed to identify which resources are needed. Funds will be allocated. LSC will be consulted for approval.

Tags	MTSS
Action steps	<ul style="list-style-type: none"> <li>• (On-Track) Professional development: MTSS coordinator, case manager, AP, counselor/ social worker, and principal will provide professional development to teachers focused on MTSS interventions.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process</li> <li>• (On-Track) Professional development: Case manager, AP, and principal will lead progress monitoring meetings with teacher teams to ensure that student action plans are created and implemented to meet student needs.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring, MTSS: Shared Leadership</li> <li>• (On-Track) Progress Monitoring: Teachers will be provided with working sessions during grade cycles every 5th and 10th week to revisit MTSS groups and identify skills and CCSS aligned strategies to implement interventions. Regular data from formative assessments, Gradebook and NWEA will determine priorities and areas of support.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</li> <li>• (On-Track) Observations/Feedback: Principal and AP will conduct formal and informal focused observations to provided feedback to teachers on MTSS instruction. Lesson plans will be reviewed and teachers will review feedback on MTSS instruction.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</li> <li>• (On-Track) Support: ILT will collaborate with teachers teams to create action plans and ensure implementation of plans around NWEA and assessment data.  Tags:MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process, MTSS: Shared Leadership</li> </ul>

# Action Plan

## Strategy 1

On-Track Nov 06, 2020

Differentiation: Teachers will plan lessons that will include differentiated learning activities for all students (ELs, DLs, Gifted, Tier I and Tier II).

Jul 01, 2020 to Jun 30, 2021 - Classroom teachers/SECAS/Aides/Principal/Assistant Princial

On-Track Nov 06, 2020

Differentiation: Teachers will design differentiated assessments for all students (ELs, DLs, Gifted, Tier I and Tier II). Teachers and support staff will engage in weekly item analysis of student results to develop instructional plans to targets areas in which students have not mastered. Students will also engage in their own analysis of their data to identify strengths and needs.

Jul 01, 2020 to Jun 30, 2021 - Classroom teachers/SECAS/Aides/Principal/Assistant Principal/Students

Not started Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Classroom teachers/SECAS/ILT/Principal/AP

On-Track Nov 06, 2020

MTSS: College tutors, aides, and SECAs will support the MTSS coordinator and Classroom teachers and provide additional small group instruction. Tier II, Tier III, English Language Learners, Diverse Learners, and Gifted students will receive additional scaffolding which will focus on their precise area of need: i.e.early reading behaviors, fluency, comprehension, vocabulary, writing.

Jul 01, 2020 to Jun 30, 2021 - Classroom teachers, CTs, aides, SECAS, MTSS coordinator, principal, AP

Not started Nov 06, 2020

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

Jun 01, 2020 to Jun 30, 2021 - Resource coordinator, activity workers, classroom teachers, aides, students, support staff.

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Resource coordinator, parent mentor coordinator, BAC and PAC Chair, principal, assistant principal, teachers, ELPT, parents

On-Track Nov 06, 2020

Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development



days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, differentiated lessons and assessments aligned to the CCSS, analyze student work, literacy best practices i.e., balanced literacy, word knowledge, questioning, DOK, writing process, discussion groups, levels of questioning.

Jul 01, 2020 to Jun 30, 2021 - Teachers, ILT, principal, assistant principal, university partners

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Principal, assistant principal, teachers, ILT, grade level teams

On-Track Nov 06, 2020

Primary Literacy Program: Pre-K to 2 teachers will modify their literacy block schedule to include all components of reading and bilingual programs. Time will managed effectively to ensure guided, shared and independent reading and writing and differentiated small group instruction. This will effectively prepare students for success in intermediate grades.

Jul 01, 2020 to Jun 30, 2021 - PreK-2 teachers, ILT, principal, and assistant principal

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, ILT, Principal, and assistant principal

## **Strategy 2**

On-Track Nov 06, 2020

Differentiation: Teachers will plan lessons that will include differentiated learning activities for all students in mathematics (ELs, DLs, Gifted, Tier I and Tier II).

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides

On-Track Nov 06, 2020

Differentiation: Teachers will design differentiated math assessments for all students (ELs, DLs, Gifted, Tier I and Tier II). Teachers and support staff will engage in weekly item analysis of student results to develop instructional plans to targets areas in which students have not mastered. Students will also engage in their own analysis of their data to identify strengths and needs.

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT

On-Track Nov 06, 2020

MTSS: College tutors, aides, and SECAs will support the MTSS coordinator and Classroom teachers and provide additional small group instruction. Tier II, Tier III, English Language Learners, Diverse Learners, and Gifted students will receive additional scaffolding which will focus on their precise area of need in mathematics.

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, activity worker, resource coordinator

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT, parents

On-Track Nov 06, 2020

Professional Development: Teachers, ILT, principal, and assistant principal will focus on school priorities and cycles of continuous improvement. This will take place during staff development days, staff and vertical grade cycle meetings. For example, teachers will refine and integrate data analysis, differentiated lessons and assessments aligned to the CCSS, analyze student work, and mathematical best practices.

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, AP, principal, support team, aides, ILT, clerk

### **Strategy 3**

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, support staff, , counselor, social worker, assistant principal, principal

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, support staff, , counselor, social worker, assistant principal, principal

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Teachers, support staff, , counselor, social worker, assistant principal, principal, parents, students

On-Track Nov 06, 2020

Talman Way: Talman vision and mission will be shared consistently throughout the school community. The "Talman Way" is commonly focused on by all staff members (teamwork, shared

accountability, respect, discipline, hard work, etc.) A shared ownership of student behavior exists between all teachers in any grade level.

Jul 01, 2020 to Jun 30, 2021 - Students, parents, teachers, support team, principal, assistant principal, counselor, social worker, case manager

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Students, parents, teachers, support team, principal, assistant principal, counselor, social worker, case manager

On-Track Nov 06, 2020

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

Jul 01, 2020 to Jun 30, 2021 - Students, parents, teachers, support team, principal, assistant principal, counselor, social worker, case manager

## **Strategy 4**

On-Track Nov 06, 2020

Professional development: MTSS coordinator, case manager, AP, counselor/ social worker, and principal will provide professional development to teachers focused on MTSS interventions.

Jul 01, 2020 to Jun 30, 2021 - Case manager, AP, principal, counselor, social worker, general and special education teachers.

On-Track Nov 06, 2020

Professional development: Case manager, AP, and principal will lead progress monitoring meetings with teacher teams to ensure that student action plans are created and implemented to meet student needs.

Jul 01, 2020 to Jun 30, 2021 - Case manager, AP, principal, counselor, social worker, general and special education teachers.

On-Track Nov 06, 2020

Progress Monitoring: Teachers will be provided with working sessions during grade cycles every 5th and 10th week to revisit MTSS groups and identify skills and CCSS aligned strategies to implement interventions. Regular data from formative assessments, Gradebook and NWEA will determine priorities and areas of support.

Jul 01, 2020 to Jun 30, 2021 - Case manager, AP, principal, counselor, social worker, general and special education teachers.

On-Track Nov 06, 2020

Observations/Feedback: Principal and AP will conduct formal and informal focused observations to provided feedback to teachers on MTSS instruction. Lesson plans will be reviewed and teachers will review feedback on MTSS instruction.

Jul 01, 2020 to Jun 30, 2021 - AP, principal, special and general education teachers

On-Track Nov 06, 2020

Support: ILT will collaborate with teachers teams to create action plans and ensure implementation of plans around NWEA and assessment data.

Jul 01, 2020 to Jun 30, 2021 - ILT, AP, principal, general and special education teachers

## 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.**

The school annually reviews the school wide plan/program. The school wide 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. Principal conducts what's working and what needs work with staff, students, and parents to identify areas of strength and identify areas that need improvement. These sessions are held twice a year. Throughout the year, principal and school community provide parents, staff, and students with surveys to identify areas, materials, resources that are necessary in order to increase student achievement.

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

Talman has designed strategic schedules based on students' needs as well as the school's growth goals. Talman also supports an inclusion module for special education students as much as possible. Departmentalization is used to maximize instruction. The entire literacy block has been designed so that students can be grouped by RIT band. Teachers meet weekly during their common prep period to discuss student data and progress. Support staff pull-out and push-in on a consistent schedule to provide support to struggling students and for extra support during designated times. Talman constantly examines and updates schedules in order to make them better. All schedules are written with student needs in mind and school-wide growth goals. The special education schedules are the first schedules completed, in an effort to identify special education as an area of growth. Weekly grade cycle meetings are facilitated by instructional leadership team and teachers, and focus on increasing student achievement. All schedules include MTSS, so that college tutors can provide interventions to struggling students in reading and math. Schedules are made for both exceeding and struggling students, with exceeding students attending after school programs like music, chess, and technology, while struggling students attend tutoring. Staff and student schedules are made in order to meet the changing needs of students. The hiring process is led by the principal who leads school teams. The principal has specific strategies in interviewing and selecting highly-qualified candidates. Hiring is always conducted with the student needs in mind. Teachers and other staff members are included in the interview process, and provide input into all decisions made. The interview and hiring process is thorough and considers candidate's philosophy, commitment, and flexibility to Talman.

**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.**

Professional development over the next three years will continue to focus on common core standards, using data to inform differentiated rigorous instruction and support, social-emotional learning (SEL), and increasing college and career readiness. All Professional Development is documented in Learning Hub, and effectiveness is monitored in a multi-tiered way, incorporating formal and informal observations and evaluations, and teacher and staff surveys. Weekly grade cycle and staff meetings are held in order to monitor progress discussed in previous PD meetings. During weekly meetings, the staff is encouraged to share successes and challenges, which serves to foster a sense of importance and consistency. Mondays are appropriated strategically for staff meetings with the purpose to prioritize the goals for that week. School-wide structures ensure that professional development is on-going by revisiting the school calendar and collaborating on "What's Working?" and "What Needs Work?" Talman staff members consistently complete monthly surveys to assess professional development needs. Talman staff members informally and formally assess professional development needs during weekly staff meetings. In addition, a combination of results from teacher and staff surveys and student data is used to identify weekly and monthly priorities. Based on the results, the main challenges that teachers and staff members have identified include: how to improve instruction for the writing process, vocabulary acquisition, MTSS consistency, addressing social emotional needs, and student participation in smaller group discussions. Talman ensures that professional development covers topics that align with our vision and goals, the Common Core State Standards, and school-specific trends that have been identified from data. Talman has a clear focus on professional development, using feedback and data to inform instruction, assessment, and success in and out of school.

**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).**

Teachers work in grade cycle meetings to sequence and align standards-based objectives to promote deeper understanding and expose students to a rich variety of fiction and nonfiction text. Talman teachers build background knowledge in order to scaffold instruction for ELLs and special education students using instructional materials at students' independent and instructional levels. Tasks are connected to complex texts to increase the rigor and level of students understanding. Teachers use formative assessments to check for understanding, including class discussions, quick-writes, exit slips, note-taking, quizzes, tests, and portfolios. Talman staff members integrate the use of data to develop lessons and monitor progress. They set clear, focused objectives that are visible to all students and visitors throughout the classroom. Also, Talman teachers create bell ringers and closing activities to introduce and provide closure on each learning topic. While performing peer observations, teachers are tracking the number of higher level and lower level questions being asked of students, and how often students are engaging other students in higher level conversations. Increasing the critical thinking and discussions of students is a priority at Talman and is being tracked carefully.

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

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

**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.**

Professional development over the next three years will continue to focus on common core standards, using data to inform differentiated rigorous instruction and support, social-emotional learning (SEL), and increasing college and career readiness. All Professional Development is documented in Learning Hub, and effectiveness is monitored in a multi-tiered way, incorporating formal and informal observations and evaluations, and teacher and staff surveys. Weekly grade cycle and staff meetings are held in order to monitor progress discussed in previous PD meetings. During weekly meetings, the staff is encouraged to share successes and challenges, which serves to foster a sense of importance and consistency. Mondays are appropriated strategically for staff meetings with the purpose to prioritize the goals for that week. School-wide structures ensure that professional development is on-going by revisiting the school calendar and collaborating on "What's Working?" and "What Needs Work?" Talman staff members consistently complete monthly surveys to assess professional development needs. Talman staff members informally and formally assess professional development needs during weekly staff meetings. In addition, a combination of results from teacher and staff surveys and student data is used to identify weekly and monthly priorities. Based on the results, the main challenges that teachers and staff members have identified include: how to improve instruction for the writing process, vocabulary acquisition, MTSS consistency, addressing social emotional needs, and student participation in smaller group discussions. Talman ensures that professional development covers topics that align with our vision and goals, the Common Core State Standards, and school-specific trends that have been identified from data. Talman has a clear focus on professional development, using feedback and data to inform instruction, assessment, and success in and out of school.

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

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

**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.**

PreK staff collaborate in grade cycle meeting and vertical team meetings to plan for rigorous and differentiated curriculum. Teachers work closely together to map skills for all core subject areas in order to prepare students for elementary school programs. Talman offers a full day preK program to help transition 4 year olds to Kindergarten. Talman integrates various parent programs and activities for its preK program. Workshop/activities for parents are facilitated by the preK teachers with an introduction by the principal. The school will have three meetings throughout the school year (September, January, and June) to encourage and support parents of our Ready to Learn program. Workshops involve parents working directly with their children on literacy, math, and art projects. Some examples include teacher modeling on how to do a read aloud, letter and sound fluency checks, asking questions, how to communicate with children and engage in rich discussion, and art projects.

**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.**

Teachers are involved in the decision making regarding the use of academic assessments in order to improve student achievement. Teachers meet during grade cycle meetings and review data. Teachers share research based strategies and resources that have worked in their classrooms. Teachers identify resources that they would like to implement in their classrooms.

**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.**

Teachers have reevaluated instructional materials and chosen novels and texts that are grade level appropriate, aligned with standards, and rigorous for all in order for students to be college and career ready. Talman staff has developed a Pre-K - grade 8 literacy continuum, which includes CCSS and novels outlining the content covered each quarter by grade level. Talman has differentiated materials for reading and math for students with disabilities, varying language proficiency levels, native language needs, and students in need of bilingual support. Talman staff members supplement the social studies, science, and writing curricula with interactive software programs to help address Common Core Standards and create differentiation. The most useful extracurricular materials for diverse learners and ELL students include



BrainPop, specifically for diverse learners, Pearson and IXL for reading and math, and Tenmarks to reinforce math. These programs allow teachers and staff members to track student progress and correlate it with results from traditional instruction. Along with extracurricular materials, teachers deliver assessment preparation for the IAR, Illinois Science Assessment and NWEA. Talman staff members ensure that extracurricular and preparation materials are accessible by integrated technology, such as Google Chromebooks and Apple Ipad.

**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.**

Talman collaborates with the Southwest Organizing Project to offer parent workshops and resources on violence prevention, nutrition programs, housing programs, adult education, etc. The resource coordinator and parent mentor coordinator work together to bring resources to parents and families.

## ESSA Targeted Assistance Program

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### Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Principal begins the school year by having an Open House and invites parents and community members in the formal state of the school address. During this meeting, the principal describes the importance of parent involvement in several parent committees (NCLB Title I, BAC, PAC, and LSC). School hosts informational/organizational Title I meetings at the end of the year to go over important information and select officers. Principal shares meeting agenda with parents and community members previous to meetings to announce topics for review. Parent meetings and topics to be discussed are shared in our weekly newsletter. Members of the school community thoroughly review and discuss components of the NCLB,

Title I school parental involvement plan and policy in order include parent feedback and suggestions. The Parent Involvement Plan will be reviewed at the organizational meeting in September in order to inform parents of Title I committees, school priorities, and to have additional parent and community involvement. Ways to increase parent involvement are discussed at monthly parent meetings. The Parent Involvement Plan and budget will also be thoroughly reviewed mid-year in January to assess what needs to be accomplished and what funds need to be spent. The parent plan and budget will also be thoroughly reviewed in May at the end of the year in order to complete an evaluation of what was accomplished and identify priorities for the following year and to ensure that all funds have been used.

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

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

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

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

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

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

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

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

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

Parents are encourage to create a parent portal account to monitor student's progress on a weekly basis. Sessions are held to show parents how to create accounts. Weekly parent newsletter also invites parents to come to Talman at a daily scheduled time. During this time, a staff member helps parents set up accounts. Flyers on how to create accounts are also distributed and information is included on school website. Talman provides parents with reports of their children's performance on teacher created, district and state assessments in math, language arts and science. Parents of students that are in Kindergarten-2nd grade receive a student summary of MAP Reading Fluency and MPG Math results for BOY, MOY, and EOY. Student summary reports provide detailed information to parents regarding what the assessment measured, how the student performed, and practical strategies that can be implemented at home. Students in grades 3-8 receive the IAR student reports at the beginning of the school year for reading, math and science. Students in grades 2-8 receive benchmark NWEA RIT scores for reading and math. Parents of students that take the DLM receive student reports. Students are also expected to set short and long term goals. Students are asked to share this template with their parents. Parents are also asked to indicate their role in helping their children reach their goal. BOY, MOY, and EOY data meetings are facilitated for parents. During these meetings, school assessments are discussed and school data is discuss and shared.

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

Talman provides parents with opportunities at regular monthly meetings. Resources and materials are provided to parents during these meetings. Presentations include literacy and math strategies that can be implemented at home with their children. Every quarter parents are asked to reflect on activities and programs related to the education of their children--those that are working or not working. Based on this parent feedback and their suggestions, changes are made accordingly. The principal and support staff discuss any changes that need to be made during weekly leadership meetings. The principal delegates

actions and implements systems and structures to progress monitor. Parents are also reminded to submit entries in the suggestion box located near the security desk. Suggestions are reviewed and discussed with staff. Changes and updates are then stated on the weekly newsletter to keep parents and community members informed. 90% of parents participate in one or more of the following: conferences, field trips, assemblies, workshops, etc.

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

Talman provides various opportunities for staff and parents to communicate and collaborate with each other. Strong partnerships between parents and staff are valued within the Talman community. Teachers distribute weekly newsletters informing parents of classroom and school information. Teacher and parents communicate through email and CPS approved communication platforms to share pertinent information and provide updates. Teachers also share instructional information with parents on the school website to help support parents and students at home.

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

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

**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.**

School information is shared with parents on principal and teacher weekly newsletter. The school also schedules robo calls to inform parents of updates and important information. School information is also shared on the school website and on the school's Facebook page.

### 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)**

All boxes were checked.

## **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.)**

The principal leads the the school staff provides high-quality curriculum and instruction in a supportive and effect learning environment that helps students to meet the State's student academic achievement standards in striving to develop students that are college and career ready. The principal leads the school team in one on one instructional coaching, data conversations, and provides resources and materials to help develop teacher practice Teachers have reevaluated instructional materials and chosen novel and text that are grade level appropriate, aligned with standards, and rigorous for all students in order for students to be college and career ready. Talman staff has developed a Pre-K - grade 8 literacy continuum which includes CCSS and novels, which outlines what will be covered each quarter by grade level. Talman has differentiated materials for reading and math for students with disabilities, varying language proficiency levels, native language needs, and students in need of bilingual support. Talman staff members supplement the social studies, science, and writing curriculum to address Common Core Standards and differentiation. Teachers create extracurricular materials for their ELL students, as well as deliver assessment preparation for IAR and NWEA assessments.

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

Teachers work in grade cycle meetings to sequence and align standards-based objectives to promote deeper understanding and expose students to a rich variety of fiction and nonfiction text. Talman teachers build background knowledge in order to scaffold instruction for ELLs and special education students using instructional materials at students' independent and instructional levels. Tasks are connected to complex texts to increase the rigor and level of students understanding. Teachers use formative assessments to check for understanding, including class discussions, quick-writes, exit slips, note-taking, quizzes, tests, and portfolios. Talman staff members integrate the use of data to develop lessons and monitor progress. They set clear, focused objectives that are visible to all students and visitors throughout the classroom. Also, Talman teachers create bell ringers and closing activities to introduce and provide closure on each learning topic. While performing peer observations, teachers are tracking the number of higher level and lower level questions being asked of students, and how often students are engaging other students in higher level conversations. Increasing the critical thinking and discussions of students is a priority at Talman and is being tracked carefully.

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

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

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

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

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

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

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

Talman provides parents with opportunities to volunteer and participate in their children's classes. Parent volunteers are asked to complete the CPS Level 1 application process. Volunteers need to be cleared before beginning to volunteer in classrooms and in the school. Once cleared by the CPS Volunteer Department, volunteers are asked to contact the AP and the AP provides a schedule for parent volunteers. Through Talman's partnership with SWOP, parent mentor work in all classrooms daily. Many parents volunteer after the parent mentor program has ended. The principal and classroom teachers invite parents to come volunteer in classroom consistently in meetings and on the weekly newsletters that are sent home with students. Parent participation is celebrated and awarded during the Awards Assembly in early June.

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

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

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

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

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

Talman students share the responsibility for improved student academic achievement. As evidenced by the student responses on the My Voice, My School Survey, students feel that they have an advocate who cares for them deeply and supports them at Talman. The principal leads the staff in holding student grade cycle meetings where the news is shared and student feedback is asked on what is working and what needs work. Students feel like they have a voice and that it is heard. Support staff is aligned with classrooms in order to provide academic, social, and emotional support as needed to students. Talman Elementary is beginning to implement an advisory focus in grades five to eight, which focuses on social-emotional knowledge and health. Staff members provide self-esteem and identity workshops to promote positive self-image developing positive relationships with others. Several teachers have parades throughout the year to celebrate the culture and diversity of their students. Most staff members develop cultural units in order to expose students to many different countries and cultures to and increase class participation. Principal leads the school staff in holding students accountable for their own learning.

## **Parent Budget (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.**

The parent goal is to increase parent and community involvement through the Title 1 Advisory Council. Parents will be offered a variety of workshops that will focus on how to be involved in the education of their children.

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

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> 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.</p>	<p>\$891.00</p>
<p><b>53205</b></p>	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$590.00</p>
<p><b>54125</b></p>	<p><b>Consultants</b> 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)</p>	<p>\$1000.00</p>
<p><b>54505</b></p>	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	<p>\$0.00</p>
<p><b>54205</b></p>	<p><b>Travel</b> 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.</p>	<p>\$0.00</p>
<p><b>54565</b></p>	<p><b>Reimbursements</b> 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.</p>	<p>\$0.00</p>
<p><b>53510</b></p>	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p><b>53306</b></p>	<p><b>Software</b> Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p><b>55005</b></p>	<p><b>Furniture and Equipment</b> 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 be used only by parents.</p>	<p>\$0.00</p>



