



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/19/2016	All members of the CIWP Team	Introduction and Role Assignment
03/04/2016	ILT, PAC & PPLC Members	Working Session on the SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

According to the 2015 5Essentials Report. New Sullivan is organized for instruction receiving an average implementation rating for Effective Leaders (Score 49), Collaborative Teachers (Score 51) and Program Coherence (Score 51) which suggests that improved methods to ensure that all stakeholders are fully involved, informed and invested in the school's vision is paramount. As a result, our school rating is a 2

- In spite of the above ratings, our principal has engaged all faculty members in developing a collaborative plan that clearly articulates objectives and specific strategies that will increase student achievement. During staff meetings, ILT meetings, etc. when school decisions are being made, Principal McCoy begins every discussion by reminding everyone involved to focus on what will most help students achieve success in learning. Further, when school decisions have been reached, the Instructional Leadership Team considers again the ways in which those decisions will specifically contribute to students' achieving success in learning. In short, our principal uses every opportunity to restate, remind and reinforce our vision of ensuring academic excellence all who attend New Sullivan.
- Our school-wide vision for instructional best practices is regularly clarified by administration and opportunities for growth in content knowledge and leadership are extended to the staff. Our administrators encourage and allow teachers to attend internal/external professional development focused on various aspects of the CCSS shifts (i.e.; CLOSE reading, writing, rigorous academic vocabulary, etc.).
- New Sullivan's vision is consistently shared through the distribution of Monthly calendars, flyers, teacher newsletters, information posted around the school campus, school's marquee, etc. Additionally, during monthly parent meetings our principal shares our school vision with our parents as we invite them to partner with us in supporting their children's academic, social and emotional learning throughout the school year.
- Principal McCoy constantly "takes the pulse" of the school community by being a visible leader and by building a strong administrative team to support her efforts. Principal McCoy's schedule highlights actions taken (during arrival and departure times, as well as, during classroom visits) to ensure she interacts daily with students, parents and staff members daily during students.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Instructional Leadership Team:

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

Score

1 2 3 4

According to the 2015 5Essentials Report, New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers. The ILT Effectiveness Rubric Score of 21 indicated that our ILT is operating effectively. However, a survey of ILT artifacts (agendas and meeting minutes) suggest that a more consistent system of monitoring has to be implemented to ensure that there is sufficient follow through on all generated action items. As a result, our school rating is a 2.

- The school's ILT is composed of a diverse population of teachers such as the Bilingual Lead Teacher, representatives from every grade band, special education teachers, and ancillary teacher, and members of the RTI committee in which all operate as liaisons between the faculty, school and administrative team.

- Team Teacher leadership is encouraged school-wide and each teacher has equity of voice in staff meetings (i.e.; grade band, teacher teams, faculty, ILT, CIWP, etc.). Each teacher is invested in the forward progress and success of the school as demonstrated by ownership of leadership roles within their grades, grade bands, and school wide initiatives.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 3 4

Student Attainment and Student Growth as measured by the SQRP indicated that literacy and/or mathematics instruction did not sufficiently support students in meeting their attainment and/or their growth goals. This was especially the case in second grade and for our diverse learners. According to the 2015 5Essentials Report. New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers which suggests that measures must be taken to ensure that all teachers fully involved, informed and invested in collaboratively working together to promote student learning and student success. As a result, our school rating is a 2.

- Our principal fosters a professional learning environment. Our school-wide vision for instructional best practices is regularly clarified by administration and opportunities for growth in content knowledge and leadership are extended to the staff. Our administrators encourage and allow teachers to attend internal/external professional development focused on various aspects of the CCSS shifts (i.e.; CLOSE reading, writing, rigorous academic vocabulary, etc.).
- Our school's Professional Development plans addresses our academic priority areas (Literacy, Mathematics, and Science). At the start of the year, all teachers were given the opportunity to complete a self-assessment which assisted in targeting their specific area(s) of professional growth. An analysis of the surveys revealed that 23/29 teachers indicated a desire to receive professional development on Gradual Release of Responsibility model of instruction, small group instruction, Rigorous Instruction. As a result of the survey, our principal, assistant principal and ILT members facilitated professional development sessions targeting each of the previously listed areas.
- Staff Professional Development is linked to Teacher Team Meetings as a result of exit slips and survey of needs. Our administrators encourage and allow teachers to attend internal/external professional development focused on various aspects of the CCSS shifts (i.e.; CLOSE reading, writing, rigorous academic vocabulary, etc.). Additionally, with the support of The Chicago Academy of Sciences and its Peggy Notebaert Nature Museum through our school science partnership, all teachers have attended professional development sessions (on site) addressing the shift to Next Generation Science Standards.
- Teachers have engaged in classroom visitation (both on and off site) as a form of coaching. Teachers continue to receive informal and formal feedback through the REACH Performance evaluation/framework, observations, modeling and/or feedback to support individual growth. Administrators provide teachers with individualized professional develop suggestions/directives regarding Gradebook monitoring, instructional strategies, and student progress monitoring.
- Our school's Professional Development plans addresses our academic priority areas (Literacy, Our principal facilitated structured conversations on "best practices" related to teacher collaboration. Through these candid discussions, it was determined that there was a need (throughout all grade levels) for additional professional learning on this topic. The school's case manager and diverse learning specialist provided teachers with an in-service on Writing Quality IEPs and Effective Collaboration Practices.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**

- Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 **2** 3 4

A review of the current budget and the 2012-2014 CIWP showed that funds were being used to support teaching and learning in the identified priority areas. The schedule was designed to allow designated time for auxiliary personnel to provide instructional support in the primary classrooms. As a result, our school rating is a 2.

- NCLB funds were used to provide supplementary instructional materials for all primary grade classrooms. Specifically, Literacy Intervention kits were purchased which provided teachers with additional leveled texts to support student during reading instruction.

- Discretionary funds were used to support school goals including the Beyond the Bell (before & after school) intervention program designed to help boost the academic achievement level of K-8 mid-tier students in reading, math, and science content areas. In addition, funds were allocated to provide After school Enrichment programs twice a week to promote Literacy and Mathematics.

- In addition to the extended day programming, funds were earmarked to support a technology teacher who serviced second through eighth grade students. The principal was able to secure funding which allowed for purchase of two mobile laptop carts to enhance instruction and to promote computer literacy, as well as, keyboarding skills for our primary students.

- Our school has implemented a schedule based on student needs and school-wide growth goals. The school schedule allows for regularly scheduled, data-driven collaboration in teacher teams and grade level teams. Students receiving specialized services receive structured intervention in dedicated blocks.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.

- Leverage strategic source vendors to maximize dollars.
- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Although the 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders, our most recent School Quality Performance Rating noted that students were not meeting the required proficiency rate in literacy. This suggests that measures must be taken to ensure teachers both individually, as well as, collectively are making better use of the curriculum provided by strategically planning and preparing for daily instruction to promote student learning and student success. As a result, our school rating is a 2.

- All grade levels (K-8) are using the Network Curriculum Planning Guides for Literacy, Math, and Science. As a school, we have diminished any inconsistencies that previously existed across grade levels by engaging in on-going professional development regarding vertical articulation of the standards, targeted objectives, and student expectations. Our bilingual and ELL program has curriculum materials that support the acquisition of targeted Spanish language standards to ensure that students are able to gain core content knowledge and skills.

- In an effort to facilitate continuous improvement, grade bands and individual classroom teachers need support increasing their professional capacity with respect to developing units. This year N12 afforded 10 teachers to attend a network sponsored professional development series on Understanding by Design (UbD). 8/10 teachers who attended the pd have incorporated the use of Essential Questions into weekly instruction as evidenced by lesson plans and classroom observations. Students are encouraged to address the Essential Questions through classroom discussions, journaling and "quick checks" assessments. We're at the initial stage of developing high-quality unit plans including assessments. With continued professional development, thoughtful planning and implementation, we would expect to see improved teaching and learning school wide.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

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

1 2 3 4

Although the 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders, our most recent School Quality Performance Rating noted that students were not meeting the required proficiency rate in literacy. This suggests that measures must be taken to ensure teachers both individually, as well as, collectively are making better use of the curriculum provided by strategically planning and preparing for daily instruction to promote student learning and student success. As a result, our school rating is a 2.

- In an effort to continuously provide instructional materials to support our 21st century learners, our principal purchased two mobile classroom carts of thirty (30) laptops which are used to enhance instruction in all educational settings.
- To ensure that all students receive instructional support to access the content/skills through scaffolding and/or differentiation, teachers created small group schedules aligned to students' performance levels (NWEA).
- Our native Spanish speakers utilize a Spanish curriculum (a combination of Hampton-Brown / De canciones a cuentos, which builds mastery of Spanish phonics and ensures its strategic application in reading and writing. The second is Harcourt School Publishers / Villa Cuentos.) and the ESL population utilizes the Oxford University Press ESL Across the Content Areas curriculum. Instructional materials are supportive of students with disabilities in that most of the general education curriculum materials have supports with adapted readings, audio versions, and visual aids.
- The Kindergarten-8th grade enVision math, Interactive Science & Pearson' MyWorld social studies textbooks which are standards-aligned; resources include multilingual audio versions of text passages, adapted versions of the student texts and workbooks, photos/illustrations/videos that visually support the content, and recommended short texts to further enhance understanding of the targeted content.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 3 4

According to the 2015 5Essentials Report. New Sullivan is organized for instruction receiving an average implementation rating for Supportive Environment (Score 57) and Ambitious Instruction (Score 71). Our SQRP Attainment and Growth measures indicates that with improved instructional practices--all teachers ensuring that instruction is challenging and engaging, that it's clear and well structured, we could effect more positive student outcomes as measured by the SQRP. As a result, our school rating is a 2

• As a school we are making strides in designing coherent instruction that is aligned to CCSS as well as developing learning task that are aligned to the learning objective. Based on informal and formal observations we are able to see the implementation of learning standards, learning task, and assessment. As well as provide feedback on the level of rigor for each component. More educators need to embrace using the DOK (Depth of Knowledge) level of rigor rubric to measure student task and assessments.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.

- Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction 1d. Designing Coherent Instruction
CPS Framework for Teaching	2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

According to the 2015 5Essentials Report, New Sullivan is organized for instruction receiving an average implementation rating for Supportive Environment (Score 57) and Ambitious Instruction (Score 71). Our SQRP Attainment and Growth measures indicates that with improved instructional practices--all teachers ensuring that instruction is challenging and engaging, that it's clear and well structured, we could effect more positive student outcomes as measured by the SQRP. As a result, our school rating is a 2

- Our principal has nurtures a culture of college and career readiness by establishing college awareness stations on every floor, inviting speakers affiliated with various careers, and permitting trips to visit a variety of post-secondary institutions. Our administrators continue to offer a system for empowered families and communities through a variety of monthly parent meetings (i.e.: NCLB, BAC, PAC, LSC, and Taking Our Parents to School (TOPS)).
- The school promotes preparation, participation, and performance in college and career readiness assessments. The REACH performance tasks, and other assessments, are geared towards college and career-readiness.
- All staff members reinforce high expectations for all students to aspire to reach college and career ready standards. The Guidance Counselor scheduled a High School Fair to prepare students to think about their future. Each floor has a college info center.
- The Dean of Students does an "Economics of Education" workshop yearly with the 8th Graders to show the connection between education and potential earnings over one's lifetime.
- My Voice, My School student surveys were implemented to garner feedback from our students as to what's working, what's not working and how we can improve as a school community to meet the needs of students.
- Transition plans were completed for all 8th graders receiving specialized services as well as diverse learners whose age made them eligible for transitional planning. All 8th grade specialized transition plans include secondary academic goals and post-secondary education, employment, and independent living goals.
- Parent workshops are provided for students in benchmark grades (Pre-K, 3, 6, 8) on an ongoing basis. Workshops and 1-on-1 meetings were offered to support parents as they completed high school applications. Transition plans were completed for all 8th graders receiving specialized services as well as diverse learners whose age made them eligible for transitional planning.
- Our pre-kindergarten staff works with families and kindergarten teachers to provide an effective transition to kindergarten. We offer a summer "Step Up to Kindergarten" program for incoming kindergarten students who have not attended pre-school so they can become acclimated to the school environment.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1 2 3 4

Notwithstanding the 2015 5Essentials Report stating that New Sullivan is organized for instruction receiving an average implementation rating for Supportive Environment (Score 57) and Ambitious Instruction (Score 71), current REACH observations stipulates that 26 out of 30 teachers received feedback indicating the need to address component 3b: Using Questioning and Discussion Techniques and component 3d: Using Assessment in Instruction as Next Steps during their post-observation conference. As a result, our SQRP Attainment and Growth measures indicates that with improved instructional practices--all teachers ensuring that instruction is challenging and engaging, that it's clear and well structured, we could effect more positive student outcomes as measured by the SQRP. Therefore, our school rating is a 2.

- K-8 teachers are implementing literacy, math and science instruction based on CCSS aligned grade-level pacing guides provided by the network. Instruction in every grade band incorporates the optimal learning model/gradual release model to scaffold instruction and meet the needs of diverse learners. Consequently, teachers are posting, articulating, and discussing standards-based objectives with students on a daily basis.
- Learning Continuum is incorporated into remediation and enrichment activities pertaining to informational texts, academic vocabulary, foundational & literary skills. While we have increased instruction pertaining to academic vocabulary, there are still areas of opportunity for deeper engagement with academic vocabulary in science, social studies, and math instruction. Teachers are using assessment data to inform their instruction and intervention priorities;
- Progress monitoring cycles are regularly implemented at the primary and intermediate levels with heavy emphasis on DIBELS & mCLASS. Progress monitoring at the upper grade level is comprised of data gathered through weekly teacher-created assessments, 5-week network assessments, and quarterly REACH performance tasks.
- There is significant evidence of low- and high- level questioning techniques based administrative observations and evaluations, collaborative teaching experiences with instructional coach, performance tasks (district assessments and teacher-created tasks), and observations of student engagement in rich academic discourse.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 3 4

Notwithstanding the 2015 5Essentials Report stating that New Sullivan is organized for instruction receiving an average implementation rating for Supportive Environment (Score 57) and Ambitious Instruction (Score 71), current REACH observations stipulates that 26 out of 30 teachers received feedback indicating the need to address component 3b: Using Questioning and Discussion Techniques and component 3d: Using Assessment in Instruction as Next Steps during their post-observation conference. As a result, our SQRP Attainment and Growth measures indicates that with improved instructional practices--all teachers ensuring that instruction is challenging and engaging, that it's clear and well structured, we could effect more positive student outcomes as measured by the SQRP. Therefore, our school rating is a 2.

- K-3 students are systematically involved in an intervention and progress monitoring cycle as they are progress monitored on a weekly basis based on TRC/DIBELS data. Interventions are administered in a way that targets the deficiencies revealed during progress monitoring. Ancillary teachers provide push-in support for primary classrooms.
- Teachers in all grades levels are gathering and analyzing data that could be used for targeted intervention. There is a need for implementation of a systematic intervention and progress monitoring cycle to target RIT band deficits for students in grades 4-8.
- Our school has established a clear theory of action with measurable goals for student achievement (measured in growth and attainment) at the school, grade, and classroom level. We developed our theory of action through careful analysis of NWEA and DIBELS/TRC/mClass data for areas of strength and weakness. Teachers and teacher teams created action plans and individualized student goal setting worksheets based on NWEA/MAP assessment data (RIT bands) & Insight assessment data. Primary teachers developed action plans based on DIBELS/TRC/mClass data. In addition, our 2nd -8th grade students were able to become familiar with their RIT Band scores and set target goals to increase their performance on NWEA Reading and Math. Thus, our school culture is progressing toward college and career readiness.

Guide for Multi-Tiered System of Support

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

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Notwithstanding the 2015 5Essentials Report stating that New Sullivan is organized for instruction receiving an average implementation rating for Supportive Environment (Score 57) and Ambitious Instruction (Score 71), current REACH observations stipulates that 26 out of 30 teachers received feedback indicating the need to address component 3b: Using Questioning and Discussion Techniques and component 3d: Using Assessment in Instruction as Next Steps during their post-observation conference. As a result, our SQRP Attainment and Growth measures indicates that with improved instructional practices--all teachers ensuring that instruction is challenging and engaging, that it's clear and well structured, we could effect more positive student outcomes as measured by the SQRP. With that in mind, teachers were charge to implement targeted small group instruction as a school wide practice to address students varying instructional needs. Therefore, our school rating is a 2.

- The school does have a systematic approach for analyzing data regarding the school's theory of action on an ongoing basis. Our monitoring and adjusting approaches are purposed to make adjustments for student growth and teacher improvement. A considerable portion of our approach is guided by network and district level assessment cycles. Administrators interact with teachers on an individual level to provide targeted support regarding instructional practices and strategies.
- School-wide, teacher team and classroom data is readily accessible immediately following assessment administration.
- Permitted assessment accommodations and modifications are implemented among our diverse learner populations by our Bilingual and Special Education resource teachers as well as paraprofessionals. Diverse learners (special education and ELL) are provided with the protocols, assistive technology, dedicated aide support, modified curriculum in an effort to ensure proficient levels of mastery.
- A diverse array of standards-aligned assessment methods are employed (e.g.; constructed response, performance tasks, selected response, student work samples, etc.). We implement DIBELS/mClass, NWEA/MAP, ISAT, benchmark performance tasks, Stride Academy assessments, curriculum-based assessments and teacher-created assessments.
- On-going data discussions have taken place between all stakeholders (i.e.; administration-teacher, teacher-teacher, teacher-student, and teacher-parent-student.) Grade band teams use data from various assessment sources to discuss strategies addressing vertical alignment and on-going progress monitoring of "top tier" through "zero percentile" students.
- Semi-quarterly and quarterly assessments are created by our district and our teachers implement the assessments within the given assessment windows. Teachers serving students who need alternative assessment develop their own standards-aligned performance assessments to ensure that all accommodations and modifications are implemented for their targeted population, including the non-verbal students

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Although the 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders, our most recent School Quality Performance Rating noted that students were not meeting the required proficiency rate in literacy and/or mathematics. This suggests that measures must be taken to ensure teachers both individually, as well as, collectively are making better use of the curriculum provided by strategically planning and preparing for daily instruction to promote student learning and student success. As a result, our school rating is a 2.

- This school year the school Guidance Counselor scheduled another High School Fair. However, as oppose to years past, younger students were invited to participate. This was done in an effort to expose younger students to the requirements and expectations of high school, so they can begin preparing for their futures prior to their 7th and 8th grade school years.
- The Dean of Students posts a "Dean's List" acknowledging students who have met their attendance requirements and as well as those on made the A/B Honor Roll. This gives the students a chance to be recognized/acknowledged for the hard work and effort they put into coming to school and working hard.
- The school offers "Books Beyond the Bell", an after school reading and math program, geared towards Tier 2 students. This program pushed students, falling just below growth/attainment levels on the NWEA and push them ahead. The goal being to have these students meet the set goals for the school year.
- High Performing 5th-8th grade students participate in a coding class called "Code Red", before school. Coding is said to be one of the leading areas of growth for future employment. Very few elementary schools offer STEM programming to its students. "Code Red" allows for students to be exposed to STEM as well as coding, computer programming, power point, etc. This group has also taken college tours, visiting both DePaul and the Illinois Institute of Technology. Technology classes are held for all students. Whereas not as in depth as "Code Red". The technology class exposes students to more than just educational, online games. Students learn to navigate the computer and how to use programs such as Excel, PowerPoint, HTML, etc.
- This school year the theme of "97-C-3" has been pushed and advertised throughout the school. Students are required to have 97% attendance, a C average and less than 3 misconducts. This concept is advertised all over the school and students who meet their weekly "97-C-3" goals are rewarded.
- The Dean of Students does several activities during the course of the school year to reinforce academics. Including quarterly classroom presentations and "The Economics of Education", a program geared towards eighth graders to show the connection between education and their economic futures.
- The 3rd floor (5th - 8th grades) is decorated with college paraphernalia to insure college stays on the minds of every student.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

Although the 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating for Collaborative Teachers, Ambitious Instruction and Effective leaders, our most recent School Quality Performance Rating noted that students were not meeting the required proficiency rate in literacy. This suggests that measures must be taken to ensure teachers both individually, as well as, collectively are making better use of the curriculum provided by strategically planning and preparing for daily instruction to promote student learning and student success. As a result, our school rating is a 2.

- New Sullivan continues to offer an all-inclusive atmosphere where students, parents and teachers collaborate to insure rigorous academic teaching and learning take place. We have an “open door” policy. Parents and students know they can come in at any time to address an issue or concern with any of the staff. The Principal is open to visits from both students and parents.
- We have set up an atmosphere where bullying and the mistreatment of students is frowned upon. Through constant reminders and school postings, students know they can come to any staff member with issues or concerns, with their lives or with another student. The culture has been set up so each students looks out for each other, reporting concerns with the social interactions between students, to adults.
- Diverse Learners are included in every school function and outing to not only include them but insure General Education students learn how to interact and work with those with special needs. You can see all through the school Diverse/General Ed. students having classes together and working together throughout the school.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

The 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating. The MVMS Student Survey completion rate was 90%. In addition, our school's Supportive Environment rating of 57 indications that students find teachers trustworthy and responsive to their academic needs. However, our MVMS Safety score was 33. This suggests that additional measures must be taken to ensure that students feel safe in and around the school. As a result, our school rating is a 2.

- New Sullivan offers a wide ranging array of programs, in which, students can participate. These programs are held before and after school and are open to all students, although there may be an age/grade restriction for certain classes. These program include Books Beyond the Bell (K-8), Computers (K-8), Sports (K-8), Arts and Crafts (K-4), Sign Language (5-8), Code Red (5-8), Healthy Kids SEL (3-8) and Tinni Feet Dance. These classes offer student a well-rounded curriculum that keeps them engaged. Several of the programs perform and showcase their work in the community and also at New Sullivan events.
- Through our partner, Communities in School of Chicago (CISC), the Dean of Students regularly schedules events and outings to address students becoming active and involved participants in their community. Students have visited the Chicago Humane Society and the Cook County Jail. We've also been visited by the Cook County Sheriff's Office, Imagination Station, Between Friends and several other organizations. These groups address social emotional learning, community involvement, gang/drug prevention and ethics, amongst other topics.
- Eighth grade students are also encouraged to begin working towards their Service Learning Hours, required by CPS. They are invited to come back to New Sullivan to get these hours. During this time, many are asked to speak to the students about their transitions from elementary school to high school.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

The 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating. The MVMS Student Survey completion rate was 90%. In addition, our school's Supportive Environment rating of 57 indications that students find teachers trustworthy and responsive to their academic needs. However, our MVMS Safety score was 33. This suggests that additional measures must be taken to ensure that students feel safe in and around the school. As a result, our school rating is a 2.

- All staff work very hard to insure New Sullivan is a safe haven in a community ravaged by crime, drugs and violence. Students are taught New Sullivan's Anti-Bully policies upon enrolling in the school. These lessons are reviewed throughout the school year. Students are welcome to come to the office, if ever they have an issue with another student or staff member. Students have taken advantage of this opportunity to end conflict and develop better relationships with their peers.
- New Sullivan enforces and uses PBIS on a regular basis. Classrooms and common areas have rules that guide students' behavior in those respective areas. Rules are posted and reviewed regularly. A reward system was developed to supplement PBIS programming. Students win "Spartan Bucks" when they are "caught" doing something good. These "bucks" can be used to purchase items in the school "Spartan Store" on a weekly basis.
- Since implementing PBIS, New Sullivan has seen a drop in bullying behaviors, school discipline issues and suspensions and an increase in attendance and positive behaviors. Students have also reported via "My School, My Voice" surveys, that they feel safe when they're in school. Students have learned to use their voice to address social issues with other students, as opposed to reacting with fights and bullying.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

The 2015 5Essentials Report indicates that New Sullivan is organized for instruction receiving an average implementation rating. The MVMS Student Survey completion rate was 90%. In addition, our school’s Supportive Environment rating of 57 indications that students find teachers trustworthy and responsive to their academic needs. However, our MVMS Safety score was 33. .This suggests that additional measures must be taken to ensure that students feel safe in and around the school. As a result, our school rating is a 2.

- This school year, New Sullivan began using Restorative Practices on a more regular and thorough basis. This year, both the Dean and Social Worker completed a Train the Trainer, Restorative Practice workshop, both are now able to facilitate Peace Circles and train teachers on Restorative Practice approaches to discipline. Tier 2 and Tier 3 students have been pulled into circles to address behavior, discipline and social issues that may be interfering with their social development and academics.
- Last school year, the entire school began using Second Step. This program addresses Social/Emotional development in students. It emphasizes proper decision making and respect for self and others.
- New Sullivan developed an SEL team. This team is comprised of administration, staff members, community leaders and parents. They work to address the SEL issues facing the students and staff of New Sullivan. Both the Dean and Social Worker are part of this team due to their Restorative Practices trainings and their positions in the school.
- New Sullivan enforces and uses PBIS on a regular basis. Classrooms and common areas have rules that guide students’ behavior in those respective areas. Rules are posted and reviewed regularly. A reward system was developed to supplement PBIS programming. Students win “Spartan Bucks” when they are “caught” doing something good. These “bucks” can be used to purchase items in the school “Spartan Store” on a weekly basis.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 **2** 3 4

New Sullivan received a score of 50 for Involved Families on the My Voice, My School Survey. More specifically, the Teacher-Parent Trust score was 46, Parent Involvement score was 43 and the Parent Influence on Decision Making in Schools was 62. On the whole, the scores do verify that Parents/guardians are always welcome at New Sullivan. The scores also suggest that we need to find additional avenues to encourage more parent participation throughout the school year. Therefore, our school rating is a 2.

- New Sullivan's administration has an open door policy. The principal encourages parents to become engaged in all activities provided at the school. We have Family Fun Night and TOPS meetings so parents have the chance to visit the school in a more relaxed setting. Parents are invited to be a part of the planning of all social events that involve the children. Students are reminded and encouraged to invite their parents to assembly programs, Family Fun Night monthly activities, field trips, take Our Parents to School Days, technology classes, Easter Egg Hunts, Christmas Activities, and many other events. The Parent Resource Room is always available and parents are encouraged to make use of the resources provided.
- New Sullivan has an open door policy with all parents. We communicate with our parents in many ways. We invite parents to Open House at the beginning of the school year. We also have Monthly Parent Meetings we call T.O.P.S. to invite parents into the school in a more nonrestrictive manner. We sponsor Parent Promotion Criteria Meetings, Parent Resource Fairs, Bilingual Advisory Committee meetings, Local School Council Meetings, Weekly Parent Technology Classes, and most recently, monthly Family Fun Night events. Teachers provide information to parents and students about their academic status every five weeks. (Report Card Pick-up, Progress Reports) Teachers set goals using student academic data. They use action plans that are updated quarterly.
- Teachers at New Sullivan communicate with parents on a continuous basis. We train parents in the use of the Parent Portal System. Classroom teachers have newsletters which are distributed on a monthly basis. A monthly calendar is sent home notifying parents of the upcoming events for that month. A school newspaper is completed semi-monthly. Student Progress is monitored and communicated to parents on a regular basis. New Sullivan invites parents to a school-wide meeting where assessment data and the CPS Promotion Policy is thoroughly explained. Parents receive information via the marquee as well as through regular flyers home. Teachers also have AM and PM office hours for parent conferences.

Guide for Parent Partnership

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).

- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐

2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

1 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
With the longer school day and an increased student attendance rate, we are still concerned with bridging the achievement gap for students' growth and attainment. Our educators have identified two powerful strategies as our brands to plan and prepare rigorous instruction for students in grades K-8. These strategies are the Gradual Release Model of Responsibility and Small Group Instruction for tier 1, tier 2, and tier 3 learners in both general education and diverse learners (including ELLS).	43.00	64.00	(Blank)	(Blank)
National School Growth Percentile - Math				
In 2014, we saw a huge decline in student performance due to a lack CCSS curricular supports in the classroom. Teachers have transitioned to implement more of a personalized approach to math instruction to facilitate those CCSS shifts. Students receive individualized support during small group instruction with guided practice and explicit modeling during the Gradual Model of Responsibility during whole group instruction. Peer group collaboration is also embedded in the GRR strategy which includes independent practice	50.00	72.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
We are using a personalized learning model to close the gaps in instruction and accelerate student achievement in reading and math. This personalized model includes weekly and 5 week interim assessments to assess, monitor and design instruction to meet the needs of all students.	57.40	(Blank)	(Blank)	(Blank)

African-American Growth Percentile - Reading

Students are receiving high quality instruction on a daily basis. Students are working in small groups for intervention and enrichment in order to meet them at their instructional level. Students in grades K-8 are provided instruction using the balanced literacy approach. On-going professional development and structured progress monitoring is a focus for the school's instructional leadership team. Students are also receiving instruction at grade level in order to expose them to rigorous task instruction to deepen their thinking aligned to math skills and concepts. Careful review of MOY data as well as trend data will have New Sullivan with structures and systems in place to have students meet or exceed their EOY target goals..

36.00

66.00

(Blank)

(Blank)

Hispanic Growth Percentile - Reading

New Sullivan has a small English learner population that requires additional support for English Language development. We will use Istation as an intervention to help students meet their goals. Teachers are also exploring additional interventions, such as Estrellita and Orton Gillingham for phonemic awareness and fluency. Guerrero

71.00

64.00

(Blank)

(Blank)

English Learner Growth Percentile - Reading

We will continue to implement a personalized learning model to help meet our students' needs. As well use guided reading, LLI, and Istation as an intervention. We have bilingual and ESL certified teachers to support our English Language Learners. We have a K/1 bilingual classroom, in which a certified bilingual educator facilitates instruction and a bilingual lead teacher who supports our ELL students with pull out/push in layers of reading support.

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

Diverse learners are receiving high quality support from all teachers and SECA's. Students are exposed to instruction that is tailored to their present level of performance. Students also engage in instruction in the general education classroom. On-going teacher planning, collaboration and goal setting is critical. In addition, students engage in goal setting conferences so that they are aware of the expectations for growth/attainment.

2.00

1.00

(Blank)

(Blank)

African-American Growth Percentile - Math

New Sullivan has chosen Go Math for middle school and Envisions Math 2.0 for grades K-3. Although there is implementation of two new math curricula, teachers are implementing small group instruction to support student learning. Students have access to computer based intervention and enrichment programs. Interim assessment data is used to make adjustments to instruction so that students meet and/or exceed their goals. Progress Monitoring of student goals as well as data reviews of interim assessments will ensure increases in student performance.

45.00

69.00

(Blank)

(Blank)

Hispanic Growth Percentile - Math

School has a small English Learner population that requires support for English language development. We will continue to implement guided reading, use Envision Math curriculum, guided math, math talks, small group instruction and GRR to help meet our academic and language needs.

50.00

60.00

(Blank)

(Blank)

English Learner Growth Percentile - Math

We will continue to implement guided math with our Envision Math curriculum and math talks, small group instruction and GRR as interventions to help English language learners meet their goals.

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Math

Diverse learners are receiving high quality support from all teachers and SECA's. Students are exposed to instruction that is tailored to their present level of performance. Students also engage in instruction in the general education classroom. On-going teacher planning, collaboration and goal setting is critical. In addition, students engage in goal setting conferences so that they are aware of the expectations for growth/attainment.

73.00

99.00

(Blank)

(Blank)

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

Teachers in grades K-8 use Stride Academy to assess their students weekly and every 5 weeks for all three tiers of learners. We will continue to implement a personalized learning model throughout grades 3-8 while using LLI, guided reading and Stride Academy to help our students meet their target goals. Teachers will also use their students' NWEA spring and fall data to help inform their instruction.

6.00

17.00

(Blank)

(Blank)

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

Teachers will continue to implement guided math in their classrooms, use math talks to help understand their student's critical thinking skills, and informally and formally assess what they know. Teachers will also use their student's NWEA RIT scores to help to inform their instruction, as well as use Stride and Kahn Academies and small group instruction as intervention tools.

5.00

16.00

(Blank)

(Blank)

National School Attainment Percentile - Reading (Grade 2)

Teachers assess students in grades K-8 every 5 weeks, (primary grades progress monitor students based upon whether they are classified as intensive, strategic or at or above proficiency. and re-arrange groups depending on their students' needs and levels.. As an intervention tool teachers use LLI, and small group instruction. We will also continue to implement a personalized learning model to help meet our students at their level.

8.00

4.00

(Blank)

(Blank)

National School Attainment Percentile - Math (Grade 2)

Teachers will continue to implement guided math, math talks, GRR and small group instruction as interventions to help students meet their needs.

5.00

4.00

(Blank)

(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

We have bilingual and ESL certified teachers in grades K-8 that will help our students in english language development.

70.00

32.10

(Blank)

(Blank)

Average Daily Attendance Rate

We will continue to make daily attendance a priority. We will continue to call parents to inform them that their children are absent, make house calls for students who are chronically absent, and celebrate students who come to school on daily basis.

91.60

91.90

(Blank)

(Blank)

My Voice, My School 5 Essentials Survey

The goal for the My Voice, My School Survey is Well Organized. According to the survey, supportive environment was significantly low. As a school, we have made efforts to support a climate where students feel safe and supported. Most responses demonstrated concern for safety around the school. As a district, safe passage staff is in place. In addition, more school staff is visible for students as they walk to and from school. Student-Teacher trust was the next area where the response is weak. All staff has committed to working to support teams of students with academics as well as attendance in order to forge positive relationships and build trust. Check again!

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Engage in frequent cycles of improvement as it relates to current classroom and district assessment data, schedule quarterly internal

An improved culture of achievement, instructional activities aligned to Webb's Depth of Knowledge (DOK)-specifically levels 3 & 4,

75% or more of our 3rd-8th grade students meeting the On-Track metrics during each 5-Week interval and 75% or more of our primary

walk-throughs, and establish professional learning communities lead by teacher leaders based on research-based practices

and improvements in data driven decision-making and data driven instruction

students assessed on Amplify/mClass BOY, MOY and BOY scoring at the proficient and/or above level

Tags:
Assessment, Professional Learning, Professional development, Instructional planning

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

Action step	Responsible	Timeframe	Evidence for status	Status
Craft and publish a Schoolwide Instructional Calendar detailing internal learning rounds, scheduled Instructional Leadership Team meetings, Teacher Team meetings, as well as Network 12 and District sponsored professional Learning opportunities.	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Meeting agendas and minutes, action timelines, Gradebook, 5-week On-Track data, Progress Reports, and Report Cards	Not started

Professional development, Scheduling, Collaboration

Schedule quarterly internal walk-throughs for teachers to observe and share best practices.	Administration	Aug 30, 2016 to Jun 23, 2018	Internal Walk-Through Schedule, Teacher Feedback, Agendas and Sign-in sheets	Not started
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Instruction, Lesson planning, Collaboration

Identify Grade Level chairpersons and ILT members to participate in on-going Round-Table sessions where expectations and roles/responsibilities are shared, where the results of the My Voice, My School 5 Essentials Survey are reviewed and questions/concerns discussed and addressed.	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Agendas and Sign-in sheets/ descriptions of roles/responsibilities	Not started
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Diverse Learners, Data Use, Instruction, Academic gain, Cognitive demand, Data analysis, Distributed leadership

Distribute teacher interest survey and collect data to establish professional learning communities.	ILT Teachers	Aug 30, 2016 to Jun 23, 2017	Teacher Interest Survey Results and PLC Community Lists, and Agendas	Not started
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Data Use, Professional development, Data analysis

Schedule and conduct Data Driven Instruction meetings (administrators/teachers) within a week of posting of assessment results	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Data Driven Instructional Schedule, Action Plans, and Small Group Instructional Plan	Not started
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Data Use, Scheduling, Data analysis, Data tracking

Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for support	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Teachers' Data Cycle reports and Action Plans, Student Work, and Gradebook Audits	Not started
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Data Use, Instructional planning, Data analysis, Data tracking, Data cycle

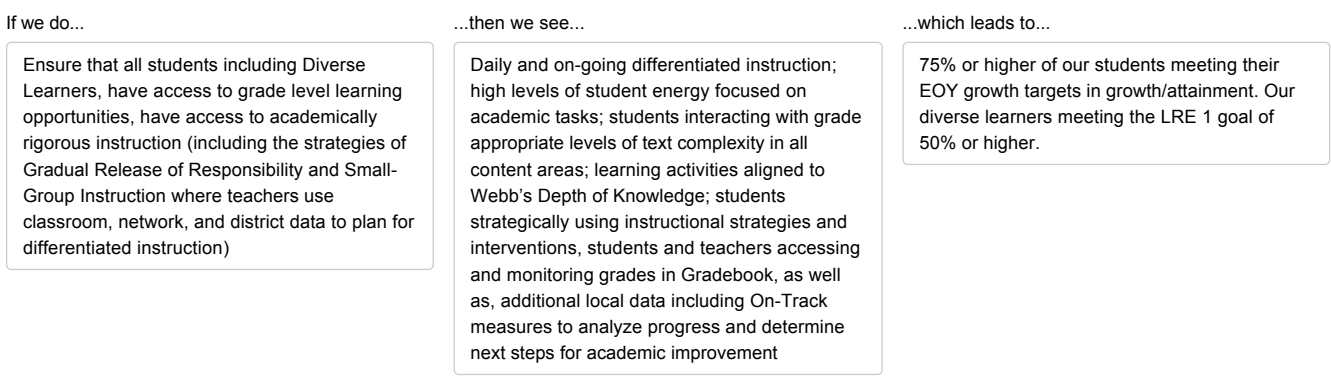
Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Gradebook Reports	Not started
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Data analysis

Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, scrutinize lesson plans, provide feedback and discuss instructional practices	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Agendas, minutes and Sign-in sheets	Not started
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Grading, Lesson planning, Data analysis, Data cycle

Strategy 2



Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus: 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
On-going collaborative meetings between general education and Diverse Learner teaches focused on IEP goals, students' strengths and areas of growth, etc.	Principal, Assistant Principal, Counselor, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	agendas, meeting notes, gradebook, MTSS binders, on-track data, progress reports, report cards, Network 12 Progress Monitoring Tool	Not started

Academic gain, Data analysis, Instruction priorities, Collective responsibility, Academic rigor, Culture for learning, Collaoration

Schedule Gradebook training and outline expectations (e.g. retakes, categories, etc.)	Administration	Aug 30, 2016 to Jun 23, 2017	Gradebook manual, Sign-in Sheets, Gradebook Audits	Not started
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Professional Learning, Grading, Gradebook

Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for support	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Gradebook Reports and Action Plans	Not started
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Professional Learning, Gradebook, Problem solving process

Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report	Administration, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Gradebook Reports and Ongoing Admin/Teacher Conferences	Not started
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Attendance, Grading, Gradebook, Academic expectations

Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, scrutinize lesson plans, provide feedback and discuss instructional practices	Administration, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Agendas, Sign-In Sheets, Lesson Plans and Teacher Feedback	Not started
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ILT, Academic expectations, Data analysis

Integrate an intervention period during the day to provide Tier II and Tier III literacy/math interventions for all grades	Administration, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Classroom schedules	Not started
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MTSS, ILT, Interventions, Scheduling, Data driven instruction

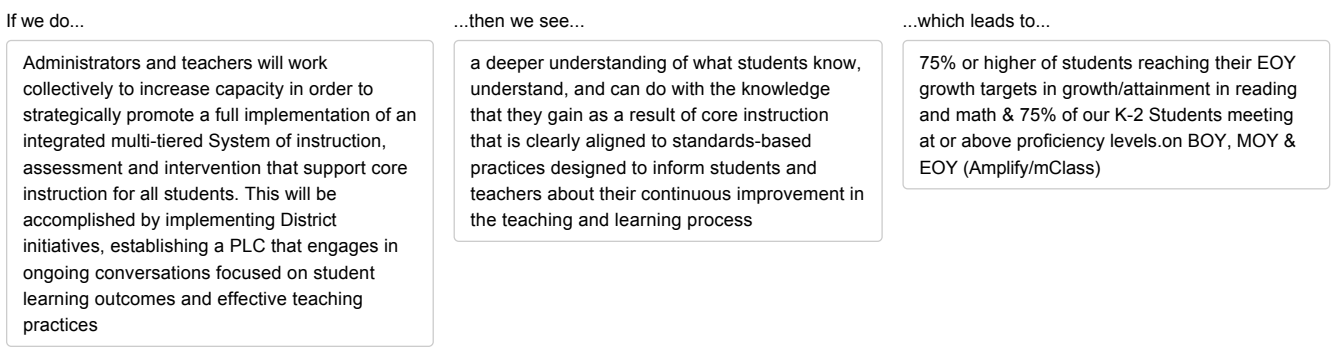
Provide after school programs which includes interventions geared to increase NWEA and PARCC scores	Administration, ILT, Teachers	Aug 30, 2016 to Jun 23, 2017	Afterschool schedules, Student Attendance Reports, Student Data,	Not started
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Curriculum Design, Interventions, Data analysis

Allocate resources (time, location and funds) to craft and implement a professional development calendar	Principal	Aug 30, 2016 to Jun 23, 2017	Completed and published Professional Development Calendar	Not started
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Professional development, Scheduling

Strategy 3



Tags:
 Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk

Area(s) of focus:
 3

On-going collaborative meetings between general education and Diverse Learner teaches focused on IEP goals, students' strengths and areas of growth, etc.

Principal,
Assistant Principal,
ILT, Teacher

Aug 30, 2016 to
Jun 23, 2017

Copies of weekly and 5 week assessment submitted to administrators and ILT for review;

Weekly submissions of gradebook monitoring tool

Not started

Instruction, Academic gain, Collaboration, Academic rigor, Aligned assessments, Assessment, Common core alignment

Schedule weekly and 5-week interim assessments; weekly monitoring of gradebook

Principal,
Assistant Principal,
ILT, Teacher

Aug 30, 2016 to
Jun 23, 2017

Copies of weekly and 5 week assessment submitted to administrators and ILT for review;

Weekly submissions of gradebook monitoring tool

Not started

Assessment, Aligned assessments, Curriculum planning, Common core alignment

Instructional Leadership Team (ILT) meets regularly to look at student data and discuss instructional practices, Diverse Learners' instructional needs and progress

ILT

Aug 30, 2016 to
Jun 23, 2017

Anecdotal records, DDI Action plans, Lesson plans and Pop-In feedback

Not started

ILT, Data analysis

ILT team investigates, selects and makes recommendations on the purchase of instructional literacy and mathematics intervention materials and resources

ILT

Aug 30, 2016 to
Jun 23, 2017

Purchased Instructional Interventions, Usage Reports, Student Data

Not started

ILT, Interventions, Instructional materials, Collaboration

Integrate on-going, school wide 5-week data analysis cycles as a part of data-driven instruction

Principal,
Assistant Principal,
ILT, Teacher

Aug 30, 2016 to
Jun 23, 2017

Agendas, Sign-In Sheets, Lesson Plans, Student Work Samples and Teacher Feedback

Not started

Progress monitoring, Lesson planning, Data analysis, Learning styles

Monthly collaborative MTSS team meetings to ensure improved student outcomes, academic rigor, and academic gains through strategic instruction and on-going data analysis

Principal,
Assistant Principal,
ILT, Teachers

Aug 30, 2016 to
Jun 23, 2017

Agendas, Sign-In Sheets, Lesson Plans, Student Work Samples and Teacher Feedback

Not started

MTSS, ILT, Data analysis

Provide after school programs which includes Tier II and Tier III interventions geared to increase student growth and attainment on the NWEA assessment and student levels of proficiency on the PARCC assessment

Principal,
Assistant Principal,
Teachers

Aug 30, 2016 to
Jun 23, 2017

After school schedules, Student Data, Lesson Plans, Assessment Data

Not started

MTSS, Scheduling, After-school

Allocate time during weekly Grade Level meetings to address MTSS concerns

Grade Level Chairpersons. Counselor/ Case Manager

Aug 30, 2016 to Jun 23, 2017

Agendas, Minutes, and Sign-In Sheets,

Not started

MTSS, Scheduling

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Craft and publish a Schoolwide Instructional Calendar detailing internal learning rounds, scheduled Instructional Leadership Team meetings, Teacher Team meetings, as well as Network 12 and District sponsored professional Learning opportunities.</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Professional development, Scheduling, Collaboration</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Schedule quarterly internal walk-throughs for teachers to observe and share best practices.</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Instruction, Lesson planning, Collaboration</p>	Administration	Aug 30, 2016	Jun 23, 2018	Not started
<p>✦ Identify Grade Level chairpersons and ILT members to participate in on-going Round-Table sessions where expectations and roles/responsibilities are shared, where the results of the My Voice, My School 5 Essentials Survey are reviewed and questions/concerns discussed and addressed.</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Diverse Learners, Data Use, Instruction, Academic gain, Cognitive demand, Data analysis, Distributed leadership</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Distribute teacher interest survey and collect data to establish professional learning communities.</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Data Use, Professional development, Data analysis</p>	ILT Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Schedule and conduct Data Driven Instruction meetings (administrators/teachers) within a week of posting of assessment results</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Data Use, Scheduling, Data analysis, Data tracking</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for support</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Data Use, Instructional planning, Data analysis, Data tracking, Data cycle</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Data analysis</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, scrutinize lesson plans, provide feedback and discuss instructional practices</p> <p>Tags: Assessment, Professional Learning, Professional development, Instructional planning, Grading, Lesson planning, Data analysis, Data cycle</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ On-going collaborative meetings between general education and Diverse Learner teaches focused on IEP goals, students' strengths and areas of growth, etc.</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic gain, Data analysis, Instruction priorities, Collective responsibility, Academic rigor, Culture for learning, Collaoration</p>	Principal, Assistant Principal, Counselor, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Schedule Gradebook training and outline expectations (e.g. retakes, categories, etc.)</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional Learning, Grading, Gradebook</p>	Administration	Aug 30, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for support</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional Learning, Gradebook, Problem solving process</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Weekly monitoring of Gradebook, Failure Report and Missing Assignment Report</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Attendance, Grading, Gradebook, Academic expectations</p>	Administration, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, scrutinize lesson plans, provide feedback and discuss instructional practices</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, ILT, Academic expectations, Data analysis</p>	Administration, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Integrate an intervention period during the day to provide Tier II and Tier III literacy/math interventions for all grades</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, MTSS, ILT, Interventions, Scheduling, Data driven instruction</p>	Administration, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Provide after school programs which includes interventions geared to increase NWEA and PARCC scores</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum Design, Interventions, Data analysis</p>	Administration, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Allocate resources (time, location and funds) to craft and implement a professional development calendar</p> <p>Tags: Core Instruction, Academic gain, Academic expectations, Behavior supports, Assessment, Accommodation, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional development, Scheduling</p>	Principal	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ On-going collaborative meetings between general education and Diverse Learner teaches focused on IEP goals, students' strengths and areas of growth, etc.</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, Instruction, Academic gain, Collaboration, Academic rigor, Aligned assessments, Assesment, Common core alignment</p>	Principal, Assistant Principal, ILT, Teacher	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Schedule weekly and 5-week interim assessments; weekly monitoing of gradebook</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, Assessment, Aligned assessments, Curriculum planning, Common core alignment</p>	Principal, Assistant Principal, ILT, Teacher	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Instructional Leadership Team (ILT) meets regularly to look at student data and discuss instructional practices, Diverse Learners' instructional needs and progress</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, ILT, Data analysis</p>	ILT	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ ILT team investigates, selects and makes recommendations on the purchase of instructional literacy and mathematics intervention materials and resources</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, ILT, Interventions, Instructional materials, Collaboration</p>	ILT	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Integrate on-going, school wide 5-week data analysis cycles as a part of data-driven instruction</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, Progress monitoring, Lesson planning, Data analysis, Learning styles</p>	Principal, Assistant Principal, ILT, Teacher	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Monthly collaborative MTSS team meetings to ensure improved student outcomes, academic rigor, and academic gains through strategic instruction and on-going data analysis</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, MTSS, ILT, Data analysis</p>	Principal, Assistant Principal, ILT, Teachers	Aug 30, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide after school programs which includes Tier II and Tier III interventions geared to increase student growth and attainment on the NWEA assessment and student levels of proficiency on the PARCC assessment</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, MTSS, Scheduling, After-school</p>	Principal, Assistant Principal, Teachers	Aug 30, 2016	Jun 23, 2017	Not started
<p>✦ Allocate time during weekly Grade Level meetings to address MTSS concerns</p> <p>Tags: Differentiated instruction, Assessments, Balanced grading and assessment, Best practice, Balanced assessment, Evaluation, At risk, MTSS, Scheduling</p>	Grade Level Chairpersons. Counselor/ Case Manager	Aug 30, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

New Sullivan parents will be provided the opportunity to engage in monthly activities as aligned to their calendar of events. NCLB/PAC meetings will be aligned to the CIWP goals to ensure proficient levels of progress for all students. Parents will be given the opportunity to review the parent compact on a monthly basis and make changes to identify measures of success of all initiatives and alignment with, all stakeholders (student, teacher and parent expectations). The PAC chairperson will attend the monthly LSC meetings to share information that was discussed during the PAC meetings in order to further strengthen the home/school partnership with the goal of continuous school improvement.

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

New Sullivan will disseminate invites to parents for them to attend the school's annual PAC and information meetings. Parents will be informed through various means of communication, such as, the school's marquee, flyers, monthly school calendars and the school's website. Educators and staff members will also notifications/invites in their weekly and monthly grade level newsletters. Flyers will be posted on each parent information boards located on each floor of our school building. Posters/flyers will also be posted in high traffic areas with information aligned to the goals/outcomes of the meetings. The Annual Title I and Organizational Meeting will be hosted on October 27, 2016

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

New Sullivan parents will receive information regarding the school-wide curriculum as well as grade specific curriculum for their child(ren). Passwords will be distributed to parents and training provided for access to the Parent Portal to monitor student progress. All classroom teachers will share with parents what their expectations are in terms of, goals' objectives, assessments (informally and formally), and participation requirements aligned to their classroom levels. Parents will be informed of NWEA Spring assessment data, goal setting conferences in order that parents can support MOY and EOY growth targets for both growth and attainment. New Sullivan's Open House will be scheduled within the first three weeks of school to inform parents and the community of school-wide priorities. All aforementioned information will be included in the Principal's State of the School Address. During monthly meetings, parents, will receive training on how to interpret student data reports as well instructional strategies that can be implemented at home to support their student's academic growth. Parents will also be afforded the opportunity to engage in technology based assessments to deepen their understanding of school and district-based assessment requirements.

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

PAC meetings will be hosted monthly in the Parent Resource Room. During these meetings, parents will work collaboratively in order to provide administrators with recommendations/suggestions for school improvement. Parents will also be provided with lessons/activities aligned to Reading, Math, NGSS and writing to support their child at home. Notices for meetings will be sent home prior to the meetings through ROBO call, flyers, and classroom newsletters. The school's calendar and website will also be used to communicate the meeting schedules to parents.

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.

When our school receives state assessment scores, parents will receive individualized reports from the school. These reports will be made available during parent/teacher conferences and parent meetings to answer and clarifying any misconceptions that they may have in regards to assessment data. The school counselor and data analyst will also be available as well.

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.

Parents will be sent notification in a timely manner, when it is determined that an educator is "not highly qualified." These notices will be sent home with students.

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

During monthly parent meetings, our goal as a school community, will be to focus on providing parents with updates aligned to CCSS, NGSS and the outcomes for learning. Parents will be afforded the opportunities to engage and collaborate with school leaders in order to gain additional resources and strategies to support students in their student achievement goals. Parents will also be afforded the opportunity of gaining an understanding of local and district mandated assessments during our annual Family Data Day event.

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

During PAC/NCLB meetings, parents will engage in activities which focus on resources and strategies to support student learning at home. The activities that will be crafted will mirror what teaching and learning takes place in the classroom. Parents will also be invited to attend our monthly "Take Our Parents to School" (TOPS meeting) to have breakfast with the Principal to share their celebrations and concentrations about the school, make recommendations and or suggestions about school improvement. Parents will also be afforded the opportunity to visit their child's classroom to observe instruction in an effort to gain a better insight into the expectations for student learning. Our parents have access to technology in our parent resource room and technology support from our technology coordinator, if needed. Included in the parent room are resources for parents to take which are aligned to websites for parents and students that are aligned to supporting student achievement. Parents can also conduct research for student projects and print projects as well.

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

During weekly staff meetings, teachers and staff will discuss and exchange ideas on strategies to share with parents that will support student achievement. As a school, we will provide opportunities for our parents and community members to engage in activities such as Family Data, Day, Family Literacy Day, Father/Daughter Dance, Mother/Son Dance and Taking Our Parents to School (TOPS). Grade Level and Teacher team meetings are another venue for sharing, discussing and implementing how our school can build a stronger home/school partnership to support student achievement.

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

Programs will be developed to support early childhood programs such as Preschool for All workshops, Publishing Parties for K-2, Ravinia (Music and Writing Program) for K-3 to provide additional support for parents to support their child at home.

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

All communication will be forwarded to parents in PreK-2 New Sullivan Communication Folders, 3rd-8th Grade Student Planners. Flyers, calendars, ROBO Calls, the school's marquee, and the school's website. Weekly or Daily memos will be available as the need arises.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

N/A

Parent Compact

Complete

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

Our mission at William K New Sullivan is to develop and implement an exemplary instructional program for All learners in a safe, career and college ready environment.

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.

The school will adhere to the district's first and third quarter required parent teacher conferences. Additional parent/teacher will be held as requested by the parent and or teacher if a conference is warranted. Conferences requested by teacher/parent will be coordinated by the teacher and held before or afterschool. Conferences can held by phone or in person.

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

During our Open House session in September, parents will be provided with access to parent portal in order to have an continuous method of monitoring student progress; parents can also receive progress on students at 5 week intervals (progress reports); report card pick-up days, as well as, individual conferences requested by the teacher or parent.

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

Parents will be provided with a parent handbook at the beginning of the school year, which includes the various ways parents can make contact with teachers for conferences aligned to academics or behavior. Conferences can be held before, during a teacher's prep or after school.

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

Parents are encouraged to volunteer and participate in classroom activities, field trips, recess periods, cafeteria duty and observe classrooms during our monthly Taking Our Parents to School (T.O.P.S.) meeting.

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

Professional Development will be provided for parents in order for them to support their child's learning. Professional development sessions will include workshops on strategies they can use at home to support each day's learning activities. Social Emotional Learning workshops will also be offered to support those behaviors which impact student learning negatively, such as bullying, defiant and defiant behavior and restorative practices which can be used at home to correct off-task behaviors and while students are at school. Students in PreK-2 will be provided communication folders and students in 3rd-8th grade will be provided with school planners in order for parents to be informed about homework, attendance, behavior and school-wide events occurring at school.

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

Parents will be able to participate in Local school Council, Bilingual Advisory Council and Parent Advisory Council (NCLB Meetings). New Sullivan conducts monthly parent meetings that encourage parents to voice their concentrations and celebrations about what is working or not working at the school. These meetings are designed to create open and transparent dialogue between home and school.

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).

All educators will provide students will well crafted tasks aligned to the CCSS that students can place in their communicators and or planners for parents to check and sign the parent log for primary students. Upper grade students will sign a student performance contract with teachers in grades 3-8. Components of the contract will include attendance, behavior and academic expectations created by teachers and students.

Parent Budget

Complete

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

The New Sullivan School will provide a student-focused pathway to success for all students aligned to their diverse learning styles and social-emotional needs, and student interests that will foster/motivate lifelong learners for the 21st century and beyond.

Activities and Training Topics:

- August: Annual Title 1 and Organizational Meeting
- September :State of the School Address
- October: Review of SQRP
- December: Social Emotional Learning/Impact of Social Media on Student Learning
- January: MOY NWEA Testing
- February: How to Stay Tuned to Signs of Bullying (For the Victim and the Perpetrator)
- March: PARCC Readiness for Parents
- April: High School and College Fair
- May: Traumatic Events and how they impact student learning
- June: Evaluation of Current School Activities and Planning for Upcoming School Year

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

Account(s)	Description	Allocation
51130,	Teacher Presenter/ESP Extended Day	\$ 400 .00
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	

53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	400	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	125	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	300	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	200	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	300	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	850	.00
53510	Postage Must be used for parent involvement programs only.	\$	50	.00
53306	Software Must be educational and for parent use only.	\$	50	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	1200	.00