William K New Sullivan Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Kathy McCoy	Principal	kmccoy@cps.edu	Has access
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Jacqueline Ramirez	Bilingual Lead Teacher	jmramirez@cps.edu	No Access
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Team Meetings

Date	Participants	Topic
01/09/2020	Kathy McCoy Jacqueline Davis Berlinder Fry Kevin McGowan LaTonya Boykin April Casco Juanita Martin Lisa Gonzalez Tony Lee	Review New Sullivan?s 2020-2022 CIWP Priorities Provide Summary of the changes in the 2020-2022 CIWP Layout Complete SEF
02/03/2020	Kathy McCoy Jacqueline Davis Berlinder Fry Kevin McGowan LaTonya Boykin April Casco Lisa Gonzalez Tony Lee Jacqueline Ramirez Charles Bessett	Discuss Areas of critical need Complete root cause analysis Determine school wide priorities & goals
03/05/2020	Kathy McCoy Jacqueline Davis Berlinder Fry Kevin McGowan LaTonya Boykin April Casco Lisa Gonzalez Tony Lee Jacqueline Ramirez	Discuss and complete Theory of Action for Strategy 1?Instruction Discuss and

Date	Participants	Topic
		complete Theory of Action for Strategy 2--MTSS
04/30/2020	Kathy McCoy Berlinder Fry LaTonya Boykin Lisa Gonzalez Tony Lee Jacqueline Ramirez	Discuss and complete Theory of Action for Strategy 3-- Leadership and Structure for Continuous Improvement
05/07/2020	Kathy McCoy Berlinder Fry LaTonya Boykin Lisa Gonzalez Tony Lee Jacqueline Ramirez	Discuss and complete Parent and Family Plan

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 2 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: 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. Agenda,

sign-in sheets and minutes for all Teacher Team, Grade Level, Flex-Day and Diverse Learners' Team meetings are housed in School-wide Professional Development binder. Collaboration and Consultation logs are maintained by general education, diverse learning educators and clinics support continuous improvement. In short, our principal uses every opportunity to restate, remind and reinforce our vision of ensuring academic excellence all who attend New Sullivan.

- 3 - Structure for Continuous Improvement
    - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 2 Design professional learning (PL) to achieve school-wide improvement goals
    - o 3 Design and implement school day schedules that are responsive to student needs
    - o 3 Align the budget to the CIWP priorities and the mission of the school
    - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: 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. Agenda, sign-in sheets and minutes for all Teacher Team, Grade Level, Flex-Day and Diverse Learners' Team, Administrative team and Reading and Math PLCs meetings are housed in School-wide Professional Development binder. Collaboration and Consultation logs are maintained by general education, diverse learning educators and clinics support continuous improvement. Additionally, our Local School Council is actively involved in the SEL initiatives and improvements to the school through CAPE. We have an Interview Team that uses a protocol when hiring and assigning new staff members. Using the REACH Reflect and Learn framework to assess teacher practice and informs our decision about teacher retention. Inform and formal check-in visits to provide teachers with feedback about teacher practice and student learning. In short, our principal uses every opportunity to restate, remind and reinforce our vision of ensuring academic excellence all who attend New Sullivan.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
    - o 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
    - o 2 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected

- o 2 Curriculum connects to real world, authentic application of learning
- o 3 Curriculum is aligned to expectations of the standards
- o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- o 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- o **Evidence**: Funds were used to provide supplementary instructional materials for all grade levels and classrooms. Specifically, Literacy Intervention kits and Reading Street Literacy Program which provided teachers with additional leveled texts to support student during reading instruction. Envision Math, as well as, licenses for additional academic software programs were purchased for better support student 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.
- • 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: The New Sullivan Teaching and Learning Community has strategically created a culture of high expectations, whereby our students are the priority. Educators and students engage in stimulating teacher to student discourse, as well as, student to student discourse through the use interactive questioning and discussion techniques such as the Depth of Knowledge (DOK) to craft diverse levels of questions that motivate students to think more critically. Additional strategies, like that of the Socratic Method, the 5 Whys, Tell Me More, I agree/Disagree are other strategies used to support engaging student/teacher/student/student discourse and deepen understanding of newly learned skills. Students are provided ?free choice? in selecting tasks that meet both grade and instructional levels. Educators provide differentiated tasks aligned to the needs of the diverse needs of students through whole, small and individualized instruction. Instruction is provided through the means of various platforms including laptops, interactive white boards and direct instruction. All instruction is data driven. Formative and Informative assessments are used to plan and implement instruction that is rigorous and aligned to the CCSS. Assessments are administered, weekly, bi-weekly and assessments are also administered on a 5 week interim schedule as well. Teachers also assess student mastery levels by analyzing samples of student work aligned to the CCSS. The data is then used to measure the effectiveness of the educator and how well students have mastered a skill. It also informs the educator of whether re-teaching is needed. Tasks are designed to be purposeful in all content areas, in which the foundation is students learning to understand their own learning. Running records are maintained in

Data Binders, which includes assessments, student work and plans to move students forward in acquiring and maintaining mastery levels of student performance. Our objective as educators is to provide a quality service for ALL learners, in a way that meets their various learning styles.

- 2 - Balanced Assessment and Grading
    - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
    - o 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
    - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
    - o 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
    - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
    - o 2 Utilize assessments that measure the development of academic language for English learners
    - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
    - o 2 Improve and promote assessment literacy
    - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
    - o **Evidence**: 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. ? 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.
- 2 - MTSS
    - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
    - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
    - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
    - o 2 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)

- o 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- o 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- o 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- o 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- o 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)

- o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 2 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Progress monitoring cycles are regularly implemented at the primary level with heavy emphasis on TRC, DIBELS & mCLASS math. Progress monitoring at the intermediate level/upper grade levels is comprised of data gathered through weekly teacher-created assessments, 5-week network/new Sullivan assessments, and REACH performance tasks. In addition, the use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessment. 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 math data for areas of strength and areas of growth. 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. and our 2nd -8th teachers used NWEA data to developed their action plans. In addition, 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. ? 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's used for targeted instruction. 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.
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**: Our principal has nurtured 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).

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: 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.
- 2 - Student Voice, Engagement, and Civic Life
  - o 2 Study politics
  - o 2 Become informed voters and participants in the electoral process
  - o 2 Engage in discussions about current and controversial issues
  - o 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 2 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: 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.
- 4 - Physical and Emotional Safety

- o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- o 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
- o **Evidence**: 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.
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: 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. ? 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. ? 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.

- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - **Evidence**: 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, Monday Morning Meetings, Family Fun Night monthly activities, field trips, take Our Parents to School Days, technology classes, Dr. Seuss Week , 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.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	Low levels of literacy attainment among K-8th General Education Students
Root Cause 1	Teachers are not implementing evidence based rigorous and relevant literacy instruction.
Area of Critical Need 2	Low levels of mathematics attainment among K-8th General Education Students
Root Cause 2	Although teachers in K-8 are using the N12 Planning Map to guide their instruction, they are not strategically planning to meet the instructional needs of the students before them by using student performance data.
Area of Critical Need 3	Although our diverse learning students are making some progress, but still remain in the bottom quartile of at or below the 19% proficiency rate as measured by NWEA in both reading and mathematics.

Root Cause 3	students are presented with low level instruction and/or low level tasks.
Area of Critical Need 4	
Root Cause 4	Teachers are not planning for rigor because they are using low level tasks.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Math) This area continues to be a challenge for our both our students and educators, alike. When analyzing our data, we noted that for the National School Growth metric, our students with IEPs reached 39% while our overall percentage rate for 3rd-8th grade students in mathematics was 17%. When taking into account attainment scores for both categories of students range in the 20% - 29% highlights that there?s a critical need for school wide improved student performance in mathematics.	Overall		42.00	49.00
	African American Female		42.00	49.00
Vision: NWEA Attainment G2-8 (Reading) Although our students? performance in this area when compared to their overall performance in math is significantly higher, we feel that literacy is a concern for our school, as a whole. When analyzing our data, we noted that some grade levels are meeting proficiency levels while others lag behind.	Overall		58.00	62.00
	African American Male		50.00	55.00
SQRP: National School Growth Percentile - Math (Grades 3-8) The majority of our diverse learners have been identified as having a learning disability?as such, they have average intelligence and merely learn differently than others. They are mainstreamed into the general education classes where teachers are required to provided instructional modifications and accommodations. Based on students? performance, we?ve concluded that classroom teachers would benefit from professional development on meeting	Students with IEPs		44.00	49.00
	Overall		44.00	49.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
the needs of diverse learners in the general education setting.				
SQRP: National School Growth Percentile - Reading (Grades 3-8)	Students with IEPs		37.00	42.00
The majority of our diverse learners have been identified as having a learning disability?as such, they have average intelligence and merely learn differently than others. They are mainstreamed into the general education classes where teachers are required to provided instructional modifications and accommodations. Based on students? performance, we?ve concluded that classroom teachers would benefit from professional development on meeting the needs of diverse learners in the general education setting.	Overall		37.00	42.00
(Blank)				

Required metrics (Elementary) (67% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well organized				5.00	

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	continue to provide teachers with quarterly professional development cycles which are aligned to the CCSS across all content areas. The professional development cycles will

	strategically focus on planning and implementing instruction that is rigorous, differentiated and data driven instructional needs of ALL students. Teachers will analyze student performance data and use that data to inform their instruction as it relates to student mastery or non-mastery of skills.
Then we see...	teachers planning rigorous, relevant and authentic learning experiences that are differentiated and engaging for students.As a result, students will actively participate and engage in grade level appropriate content to deepen their understanding as a means to improving student learning outcomes.
which leads to...	an increased percentage of 2nd-8th grade students at or above their attainment goals for literacy and mathematics to 49% by EOY SY22.
Budget Description	Resources needed: Additional teachers to reduce class size, substitute teacher while teachers attend PD, extended day buckets for professional development, team meetings and extra-curricular activities. Additional laptops, iPads, charge carts, headphones and funds to continue to provide Reading A to Z, Pearson Realize, and Measuring Up Live platforms for student access. We will continue to used protected time (grade level meetings, teacher team meetings, PLCs, etc.) to engage our teacher in ongoing professional development to ensure improved student outcomes in all content areas. In addition to professional learning opportunities provided by the district, including opportunities provided through CPS Knowledge Center will be most beneficial for our school community.
Tags	Assessment: Balanced Assessment and Grading, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Literacy: Shift 2-Leveraging Data to Close Gaps, Math: Rigorous Tasks, Math: Formative Assessment
Action steps	• (Not started) Schedule quarterly Learning Rounds to highlight best practices and gather school wide trend data for continued school improvement. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth • (Not started) Identify Grade Level chairpersons and members to participate in ongoing Round-Table sessions where expectations and roles/responsibilities are shared, engage in professional learning, discuss instructional strategies and plan for future instruction. Tags:Assessment: Monitoring Student Learning to Support Growth, Literacy: Shift 4-21st Century Professional Learning • (Not started) Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, review lesson plans, provide feedback and discuss instructional practices Tags:Leadership for Continuous Improvement, Assessment: Improving Assessment Literacy • (Not started) Move towards a Co-Teaching model based on NWEA Data

	Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Math: Rigorous Tasks • (Not started) Schedule Data Cycles which allows educators opportunities to share their instructional practices and student data as a process for improving student academic performance Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness • (Not started) Provide after school programs which includes interventions geared to increase NWEA and State-Wide Assessment scores Tags:Assessment: Monitoring Student Learning to Support Growth, Math: Formative Assessment

Strategy 2

If we do...	a well -planned/strategic implementation of MTSS, beginning in September 2020 and continuing throughout SY20/21 founded on a vision for MTSS and its core values. A system which has been shared through our core beliefs, goals and definitions and utilize common progress monitoring tools such as (NWEA Map Data, a menu of academic and SEL interventions, analysis of weekly and 5th week assessments and student work) by all stakeholders to systemically monitor student progress as a pathway to equity, and a framework for supporting the whole child
Then we see...	student learning outcomes improve when a consistent Multi-Tiered System of Support is put into action and monitored with fidelity by administrators, teachers and students
which leads to...	ensuring that every student has access to high quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions including targeted classroom and behavioral health teams supports for individual students and small groups, which supports our goal of at least 49% of our scholars meeting their EOy targeted growth goals in Reading and Math.
Budget Description	We recognize that there is a need to further develop our Multi-Tiered System of Supports Team designed to address the academic, social and behavioral needs of all struggling learners. To that end, funds will be set aside to purchase instructional materials and electronic platforms to aid in collecting and analyzing student performance, as well as, support instruction school wide.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (Not started) Further develop our Multi-Tiered System of Supports Team led by teacher leaders that are designed to address the academic, social and behavioral needs of all struggling learners.

	Tags:MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership • (Not started) Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for MTSS support. Tags:MTSS, MTSS: Problem Solving Process, MTSS: Progress Monitoring • (Not started) Allocate time during weekly Grade Level meetings to address MTSS. Tags:MTSS • (Not started) Establish monthly collaborative MTSS team meetings to ensure improved student outcomes, academic rigor, and academic gains through strategic instruction and on-going data analysis. Tags:MTSS • (Not started) Purchase platform to aid in tracking student data for all tiered interventions for students aimed at decreasing learning gaps, as well as, increasing student growth and attainment on the NWEA assessment. Tags:MTSS

Strategy 3

If we do...	provide bi-weekly professional development opportunities to build leadership capacity of teachers, administrative team and support staff to work in groups led by chairpersons during grade level meetings, PLCs, the school's ILT, school-wide committees with clear priorities and school goals embedded with how their success will be measured....
Then we see...	teacher leaders planning, implementing, (modeling strategies) and monitoring effective structures for teaching specific content skills to improve teacher growth in instructional practices and student achievement. Specifically, we will see educators invested in a growth mindset which supports a culture of high expectations and standards for ALL students......
which leads to...	an increase in shared leadership within the school culture - particularly School Commitment and Collective Responsibility scores increase to a rating of 70 for both subcategories on the 5 Essentials Survey, teacher practice improved, as evidenced by 90% of teachers rating Proficient on the Chicago Teacher Framework in Domains 1-4, and student achievement improve to 62% on NWEA Attainment G2-8 (Reading and Math) by EOY SY22.
Budget Description	Our aim is to build teacher capacity/teacher collaboration to ensure that there is a true understanding of all strategies and resources that can be used to develop teacher practice and support the academic needs of all students . To that end, funds will be set aside to allow all diverse learning/general education teachers to meet during extended day time to engage in targeted professional learning opportunities to enhance their practice when working with both diverse learners and general education students.

Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, ODLSS: Instructional Quality
Action steps	• (Not started) School principal will continue to ensure she provides consistent communication and messaging of shared leadership as "who we are and what we do" as a school community Tags:Leadership for Continuous Improvement, MTSS: Shared Leadership, ODLSS: Instructional Quality, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) School principal will continue to reinforce the value of teacher leaders by ensuring that teacher leaders are affirmed, compensated (wherever possible), and celebrated Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) School principal will continue to attend and actively participate in teacher leader-led meetings and grade level meetings and our school's ILT Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams • (Not started) School leaders and teacher leaders will continue to collaborate on the development of a school-wide instructional area of focus--a single, focused, data-informed instructional improvement strategy aligned to an agreed upon instructional problem Tags:Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process • (Not started) School leaders and other instructional leaders/teacher leaders within the school community will provide ongoing, embedded learning opportunities and support for teachers enacting the improvement strategy Tags:Leadership for Continuous Improvement, Instruction, Teacher Leader Development & Innovation: Distributed Leadership • (Not started) On-going cycles of learning and problem solving focused on student learning data and student work will drive the learning of teacher teams Tags:Instruction, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Problem Solving Process, Teacher Leader Development & Innovation: Teacher Teams • (Not started) School leaders will monitor the implementation of the strategy and use data to analyze its impact on student outcomes, making adjustments as needed

	Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring

Action Plan

Strategy 1

Schedule quarterly Learning Rounds to highlight best practices and gather school wide trend data for continued school improvement.

Jun 19, 2020 to Aug 22, 2022 - Admin Teachers

Identify Grade Level chairpersons and members to participate in ongoing Round-Table sessions where expectations and roles/responsibilities are shared, engage in professional learning, discuss instructional strategies and plan for future instruction.

Jun 19, 2020 to Aug 22, 2022 - Admin Teachers

Instructional Leadership Team (ILT) meets regularly to monitor student data, analyze student work, review lesson plans, provide feedback and discuss instructional practices

Jun 22, 2020 to Aug 22, 2022 - Principal Admin Teacher Leaders

Move towards a Co-Teaching model based on NWEA Data

Jun 19, 2020 to Aug 22, 2022 - Admin Teachers

Schedule Data Cycles which allows educators opportunities to share their instructional practices and student data as a process for improving student academic performance

Jun 19, 2020 to Aug 22, 2022 - Admin Teachers

Provide after school programs which includes interventions geared to increase NWEA and State-Wide Assessment scores

Jun 19, 2020 to Aug 22, 2022 - Principal

Strategy 2

Further develop our Multi-Tiered System of Supports Team led by teacher leaders that are designed to address the academic, social and behavioral needs of all struggling learners.

Jun 19, 2020 to Aug 22, 2022 - Admin MTSS Lead Teachers

Review On-Track metrics and identify students with history of Off-Track statuses and develop a plan for MTSS support.

Jun 19, 2020 to Aug 22, 2022 - Admin MTSS Lead Teachers

Allocate time during weekly Grade Level meetings to address MTSS.

Jun 19, 2020 to Aug 22, 2022 - Admin MTSS Lead Teachers

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

Jun 19, 2020 to Aug 22, 2022 - MTSS Lead Teachers

Purchase platform to aid in tracking student data for all tiered interventions for students aimed at decreasing learning gaps, as well as, increasing student growth and attainment on the NWEA assessment.

Jun 19, 2020 to Aug 22, 2022 - Principal

Strategy 3

School principal will continue to ensure she provides consistent communication and messaging of shared leadership as "who we are and what we do" as a school community

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal

School principal will continue to reinforce the value of teacher leaders by ensuring that teacher leaders are affirmed, compensated (wherever possible), and celebrated

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal

School principal will continue to attend and actively participate in teacher leader-led meetings and grade level meetings and our school's ILT

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal

School leaders and teacher leaders will continue to collaborate on the development of a school-wide instructional area of focus--a single, focused, data-informed instructional improvement strategy aligned to an agreed upon instructional problem

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal Teacher Leaders

School leaders and other instructional leaders/teacher leaders within the school community will provide ongoing, embedded learning opportunities and support for teachers enacting the improvement strategy

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal Teacher Leaders

On-going cycles of learning and problem solving focused on student learning data and student work will drive the learning of teacher teams

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal Teacher Leaders Teachers

School leaders will monitor the implementation of the strategy and use data to analyze its impact on student outcomes, making adjustments as needed

Jun 19, 2020 to Aug 22, 2022 - Principal Assistant Principal Teacher Leaders

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

[ ]

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

ESSA Schoolwide Program

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

As in previous years, when conducting our school?s needs assessment, the CIWP Team gathered information from faculty and community stakeholders through a series of staff meetings, parent meetings and extended day Community School?s Committee meetings. The Faculty was involved in determining strengths and weaknesses, as well as, successes and failures of our current CIWP. This was accomplished through small group sessions during professional development days where staff members were asked to review and evaluate activities listed on the CIWP. In addition, staff, students and parents were given a survey to address school wide strengths and weaknesses related to instruction, school environment, administrative performance, etc.

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

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 parentexpectations). The PAC chairperson will attend the monthly LSC meetings to share information that was discussed during the PAC meeting in order to further strengthen the home/school partnership with the goal of continuous school improvement.

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

We are committed to the goal of preparing each student to compete in today?s society. Working with parents and committee members, the school will build upon each students? inherent strength to mitigate those factors which inhibit educational growth. The school?s role will consist of preparing students in all areas designed to ensure they can become an asset to society and successful adults. To this end, we will incorporate programs, goals and activities which address students? academic needs, as well as, offer avenues for students to develop their talents and skills beyond core curricular subjects. Implicitly, through the Community Schools Program and our status as a Fine Arts Academy, we will offer extracurricular activities and an integrated Fine Arts curriculum to increase the opportunities for our students to experience success and demonstrate an improved interest in school.

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

After analyzing all data, we have determined that the next step for our individual school involves specific professional development related to differentiated instruction, critical thinking, the writing process, and mathematics/reading extended response at all grade levels. In addition, to support the growth of our lowest performing students, educators will participate in internal and external professional development designed to strengthen their professional practice in teaching core subjects with an emphasis in mathematics and literacy.

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

As it stands, we are fully staffed. Were positions to become available, we will follow CPS Talent Office policies. As such, we would locate posted resumes on the CPS Talent website, review selected resumes and invite promising candidates to an interview.

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

At the start of the school year, we take a comprehensive evaluation of our school and seek ways of improving our instructional practice. We believe that, ?Every child who graduates from New Sullivan will be productive members of society by becoming literate citizens equipped with the basic skills, knowledge, and technological aptitude required for life-long learning; as well as, gaining the skills necessary to pursue individual talents and make successful career choices.? To that end, just as we will be focusing on the ?Rounds Model? by Elmore, with the intent to take a closer look at student work and its implication for student success and student performance on standardized assessments. As he stressed in his book, students? performance on standardized tests can be predicted based on the level of work students are assigned throughout the course of the year. With that in mind, we are taking a critical look at student work throughout the building.

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

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.

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

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.

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

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.We will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

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

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.

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

We are committed to the goal of preparing each student to compete in today?s society. Working with parents and committee members, the school will build upon each student?s inherent strength to mitigate those factors which inhibit educational growth. The school?s role will consist of preparing students in all areas designed to ensure they can become an asset to society and successful adults. To this end, we will incorporate programs, goals and activities which address students? academic needs, as well as, offer avenues for students to develop their talents and skills beyond basic core curricular subjects. Implicitly, through the Community Schools Program and our status as a Fine Arts Academy, we will offer

extracurricular activities and an integrated Fine Arts curriculum to increase the opportunities for our students to experience success and demonstrate an improved interest in school.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

As in previous years, when conducting our school?s needs assessment and review of the parental and family engagement plan, the CIWP Team gathered information from faculty and community stakeholders through a series of staff meetings, parent meetings and extended day Community School?s Committee meetings. The Faculty was involved in determining strengths and weaknesses, as well as, successes and failures of our current CIWP. This was accomplished through small group sessions during professional development days where staff members were asked to review and evaluate activities listed on the CIWP. In addition, staff, students and parents were given a survey to address school wide strengths and weaknesses related to instruction, school environment, administrative performance, etc.

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

The Annual Title 1 and Organizational Meeting will be hosted on November 4, 2020. 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.

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

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.

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.

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. 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.

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.

When we are notified of teachers who are not "highly qualified" we will follow the directive of informing out parents both by inviting them to a meeting with school administrators, as well as, sending the notices by mail to respective parents.

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

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

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.We will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.

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

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.

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

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

The school identifies current parental and family engagement practices and outlines activities in the CIWP. All communication will be forwarded to parents using parent friendly language in 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

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

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

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

[X] \ The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.\
Explain why any of the boxes above are unchecked: (type "n/a" if all are checked) N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.) 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.
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. 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. Likewise, parents will be invited to meet with teachers during scheduled teacher/parent report card distribution conferences to discuss their child(ren) progress.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. 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. Likewise, parents will be invited to meet with teachers during scheduled teacher/parent report card distribution conferences to discuss their child(ren) progress.
The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents. 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 after school. Conferences can held by phone or in person.

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

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. Our cohort of Fathers will meet monthly to discuss how they can support increasing student achievement, while mentoring our young male scholars. SWAG is the name of the Father's Group (Father's Supporting Students with Academic Growth).

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

During our Open House session in September, parents will be provided with access to parent portal in order to have a continuous method of monitoring student progress; parents can also receive reports on students at 5 week intervals (progress reports); report card pick-up days, as well as, individual conferences requested by the teacher or parent. Parents have opportunities to participate in our TOPS (Taking Our Parents to School) program where they are engaged in ongoing parent training sessions designed to aid parents in supporting their children learning needs.

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 (ESSA) 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.

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 with 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.

Parent Budget (Complete)

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

Professional Development Workshops aligned to CCSS
Professional Development Workshops aligned to Social and Emotional Learning
Establish GED/Career Awareness classes for parents to improve their standard of living; as a result, our students' standard of living will improve.
Our goal is to provide monthly parent sessions with an array of topics designed to help parents learn how to support their children, both academically and social emotionally.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$0.00
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)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$0.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$0.00