Countee Cullen Elementary School 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/22/2020	All Classroom Teachers and Support Staff	School Effectiveness Framework Evaluation
01/24/2020	Cullen's PAC Meeting	School Effectiveness Framework Evaluation
01/30/2020	Cullen's ILT Meeting	School Effectiveness Framework Evalustion
02/27/2020	Cullen's LSC Meeting	School Effectiveness Framework and Priorities

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
    - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
    - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
    - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
    - o 4 Enable staff to focus and prioritize what matters most
    - o 4 Employ the skills to effectively manage change
    - o 3 Make ?safe practice? an integral part of professional learning
    - o 4 Collaborate, value transparency, and inform and engage stakeholders
    - o **Evidence**: As a school, we have established a culture for learning evidenced by SQRP trends. Our challenge remains student/parent ownership for learning.
- 4 - Structure for Continuous Improvement
    - o 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
    - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
    - o 4 Design professional learning (PL) to achieve school-wide improvement goals
    - o 4 Design and implement school day schedules that are responsive to student needs
    - o 4 Align the budget to the CIWP priorities and the mission of the school
    - o 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
    - o 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
    - o 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
    - o **Evidence**: As a school, we have established a culture for learning evidenced by SQRP trends. Our challenge remains student/parent ownership for learning. Additionally, we must sustain consistent small group instruction aligned to progress monitoring.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**: Although our average is 3.6, we struggle with performance growth within our diverse population and have not established a school wide SEL system. The majority of our behavior referrals are from upper grade staff.
- 4 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 4 Engage students in learning and foster student ownership
  - o 4 Use questioning and discussion as techniques to deepen student understanding
  - o 4 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**: Although staff rank our instructional practices at 4, we are challenged providing small group instruction, aligned to frequent progress monitoring. Additionally, our diverse population continues to perform below 50th percentile RIT on all NWEA assessments.
- 4 - Balanced Assessment and Grading
  - o 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 4 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 4 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 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments

- o 4 Utilize assessments that measure the development of academic language for English learners
- o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- o 4 Improve and promote assessment literacy
- o 4 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**: The evidence of balanced assessment and grading is evident within our grade book audits every 5 weeks
- 4 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 4 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 4 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 4 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 4 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 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 4 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 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)

- o 4 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 4 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 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- o 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- o 4 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 4 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 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: In my 20 years at Cullen, our lowest annual attendance has been 94.6 and highest 95.6. We continue to implement efforts to achieve an annual attendance rate of 96%. We are challenged with 1) Student/parent ownership for learning 2) aligning small group instruction with progress monitoring and providing instruction resulting in our diverse population scoring at/above grade level
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 4 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 school counselor has established relationships which creates opportunities for students to experience college opportunities; evidence by Cullen's student travel review.

Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence**: Although staff rate 4, Cullen's 5 essentials does not support the rating. We are working to improve school wide to include staff-student and staff-administration interaction.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence**: As a school, we tend to focus on reading, language arts and math. We must improve social science instruction.
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence**: Review Verify system and Office of Student Supports data for confirmation.
- 3 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence**: As a school, we experience minimal behavior referrals; however, the majority of behavior referrals are submitted by upper grade staff. For 2019, we developed a discipline referral system, however more professional development is required for classroom management.

- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - **Evidence**: As a school, we maintain communication with our parents via: 1) monthly news letter 2) Robo calls and 3) Open House Events.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
4	Depth and Breadth of Student Learning and Quality Teaching: MTSS	3
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2

Score	Framework dimension and category	Area of focus
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**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	Leadership for Continuous Improvement less than 70% of students K through 8th grades performing at/above attainment
Root Cause 1	Lack of shared attainment vision, evidenced by less than 70% of students K through 8th grades performing at/above attainment on district wide winter assessments for reading and math
Area of Critical Need 2	Structure for Continuous Improvement less than 100% of students K through 8th grades performing at/above norm grade level mean on district wide winter assessments for reading and math
Root Cause 2	Lack of a sustained culture for learning, reinforced by high quality instruction aligned to frequent progress monitoring and individualized support(s), evidenced by less than 100% of students K through 8th grades performing at/above norm grade level mean on winter assessments for reading and math
Area of Critical Need 3	MTSS inconsistent bi-weekly school wide on track ratings (goal at/above 70%)
Root Cause 3	Lack of effective academic and social emotional support(s) aligned to inconsistent bi-weekly school wide on track ratings (goal at/above 70%)

Area of Critical Need 4	Supportive and Equitable Approaches to Discipline
Root Cause 4	Lack of integrating universal SEL skills during core instruction

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: Attendance Rate We chose this metric because our daily average attendance dropped below 95% for 2019 - 2020 (Priority 3)	African American Female		96.00	96.50
	African American Male		96.00	96.50
Vision: NWEA Attainment G2-8 (Math) We chose this metric to ensure students kindergarten through 8th grade (academically) are on track to graduate high school college and/or career ready (Priority 1)	African American Female		70.00	72.00
	African American Male		70.00	72.00
Vision: NWEA Attainment G2-8 (Reading) We chose this metric to ensure students kindergarten through 8th grade (academically) are on track to graduate high school college and/or career ready (Priority 1)	African American Female		70.00	72.00
	African American Male		70.00	72.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Lack of a sustained culture for learning, reinforced by high quality instruction aligned to frequent progress monitoring and individualized support(s), evidenced by less than 70% of students 3rd through 8th grades performing at/above norm grade level mean on winter assessments for reading and math (Priority 2)	Overall		70.00	72.00
	African American		70.00	72.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Last school year, our scores were at/below average for trust and involved families. We will implement, strategies for improvement, by shared decisions, creating additional opportunities for parents to visit school and transparently addressing local challenges.				4.00	5.00

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
Weekly On Track Rating for grades 3 through 8 We chose this metric because our median on track index score is 38.22 for school year 2019-2020; yielding 2 points for SQRP. In order to receive 3 points or better on SQRP, we must remain at/above an average index score of 39 (Priority 3)				39.00	42.00
Quarterly Discipline Referrals for grades K-8 Our current discipline referrals quarterly average is 80 and 320 annually. By consistently implementing supportive and equitable approaches to discipline (priority 4) we should see a reduction in the number of discipline referrals received				288.00	260.00

Strategies

Strategy 1

If we do...	Effectively implement vision for student growth target achievement, reinforced by funding equity, increased community involvement and individualized professional development
Then we see...	Allocated resources and tiered instruction to support our most vulnerable students, improved community ownership for learning and raised teacher practices

which leads to...	Students, 2nd grade through 8th grade (academically) are on track to graduate high school college and/or career ready
Budget Description	Funds 115 and 332 will be utilized to support systems aligned to leadership and continuous improvement.
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Equity: Fair Policie sand Systems, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC
Action steps	(Completed) Meet with staff, LSC and PAC to establish vision Tags:Parent engagement, Collective responsibility, Shared expectations, Collaborate (On-Track) Monitor on track metrics and facilitate data analysis sessions; resulting in action item development during weekly grade band meetings and monthly ILT sessions Tags:Attendance, Gpa, Multiple measures for screening, diagnosing, and progress monitoring, Equity, Assessment data analysis, Accountablity (On-Track) Use formal and informal opportunities to measure/ensure quality instructional delivery daily Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum & Instruction (On-Track) "Buffer" staff from external distractions to the school's priorities and goals Tags:Leadership for Continuous Improvement (On-Track) Deliver State of the School Address (Fall and Winter) Tags:Family & Community Engagement, Equity: Fair Policie sand Systems, FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Shared Leadership (On-Track) Align funding and resources to CIWP Priorities Tags:Budget & Grants, Equity: Resource Equity (Completed) Purchase IXL for progress monitoring Tags:MTSS: Progress Monitoring (Completed) Purchase BrainPop

	Tags:CIDL: Digital Learning, MTSS: Curriculum & Instruction, ODLSS: Assistive Technology
	
	• (On-Track) Fund College Tours
	
	  Tags:Transitions, College & Career Access, & Persistence, CBE: Extended Learning, ECCE: Career and Technical Education
	
	• (Completed) Purchase TRC for Primary Grades
	
	  Tags:MTSS: Progress Monitoring
	
	• (Completed) Fund after school tutoring and enrichment
	
	  Tags:Instruction, Equity: Resource Equity, MTSS: Curriculum & Instruction
	
	• (On-Track) Fund step up summer program for primary grades
	
	  Tags:Instruction, Equity: Resource Equity, MTSS: Curriculum & Instruction
	
	• (On-Track) Provide funding for staff professional development
	
	  Tags:Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Strategy 2

If we do...	Establish a culture for learning, evidenced by maximizing instruction time, frequent progress monitoring and conducting daily instructional walks
Then we see...	Students actively engaged in learning, weekly small group support aligned to current data and high quality observation feedback
which leads to...	70% of students achieving individual growth targets in reading and math on district wide assessments
Budget Description	Funds 115 and 332 will be utilized to support systems/structures for continuous improvement.
Tags	Structure for Continuous Improvement, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Equity: Fair Policie sand Systems, Equity: Resource Equity, MTSS: Curriculum & Instruction, MTSS: Problem Solving Process, MTSS: Progress Monitoring, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	• (On-Track) Present Opening State of the School Address Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth,

Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Problem Solving Process, MTSS: Shared Leadership

- (On-Track) Sustain IEP compliance, ensuring diverse learners are engaged in quality instruction aligned to modifications and accommodations

  Tags:Equity: Fair Policie sand Systems, Equity: Resource Equity, ODLSS: Instructional Quality

- (Completed) Design daily schedules aligned to a balanced literacy framework, ensuring reading blocks are 120 minutes (K-5) and 90 minutes (6-8). Additionally, reading blocks will be scheduled during morning hours.

  Tags:Structure for Continuous Improvement, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction

- (Behind) Modify staff schedules to provide intervention and enrichment support aligned to interim assessments

  Tags:MTSS

- (On-Track) Provide staff with professional development opportunities to support RLS components 1D (Designing Coherent Instruction), 2B (Establishing a Culture for Learning) and 3C (Engaging Students in Learning) - Locally and Nationally

  Tags:Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement, Personalized Learning: Learner Agency

- (Completed) Fund teacher substitute bucket ensuring staff participation in network, district and national professional development.

  Tags:Leadership for Continuous Improvement, Instruction, ONS: Continuous Improvement

- (Completed) Design daily schedules aligned to a balanced math framework, ensuring blocks are 90 minutes (K-8).

  Tags:Structure for Continuous Improvement, Instruction, MTSS: Curriculum & Instruction

- (Completed) Designate a local literacy coach to support teacher capacity for quality ELA instruction

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

- (Completed) Designate a local math coach to support teacher capacity for quality math instruction

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

	• (On-Track) "Protect" weekly grade band planning time, ensuring staff and administrator participation Tags:Teacher Leader Development & Innovation: Teacher Teams • (On-Track) Complete Reflect and Learn observations (informal/formal) ensuring mandate compliance and identify professional development needs for staff. Tags:Leadership for Continuous Improvement, Instruction, Talent, Teacher Leader Development & Innovation: Teacher Teams

Strategy 3

If we do...	Create systems of academic and social emotional support; reinforced by trauma sensitivity, restorative practices and differentiated support
Then we see...	Screening, progress monitoring, multi-level prevention systems, and data-based decision making
which leads to...	Sustaining an at/above average index (on track) score of 39 in order to receive 3 points or better on SQRP
Budget Description	Funds 115 and 332 will be utilized to support multiple tiered systems of support
Tags	MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership
Action steps	• (On-Track) Provide staff professional development on classroom management strategies Tags:Supportive and Equitable Approaches to Discipline, ODLSS: Behavior Support, Safety & Security • (On-Track) Establish behavior contracts with students and parents Tags:Supportive and Equitable Approaches to Discipline, MTSS: Family and Community Engagement • (On-Track) Continue incentive programs to recognize students for appropriate behavior aligned to local behavior norms and goals Tags:MTSS, Supportive and Equitable Approaches to Discipline, Safety & Security • (On-Track) Provide tier II enrichment support after school, targeting students to move from average percentiles to high average on EOY NWEA Map

Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, MTSS: Curriculum & Instruction

- (On-Track) Close achievement gaps between diverse learners and general education population by providing Tier II and Tier III support daily by reducing class size

  Tags:Assessment: Curriculum Equity Initiative, MTSS: Curriculum & Instruction

- (On-Track) Ensure MTSS menu of interventions are current and aligned to strategies implemented K - 8

  Tags:MTSS, MTSS: Curriculum & Instruction, MTSS: Progress Monitoring

- (On-Track) Display attendance bulletin board on main floor/provide monthly incentives

  Tags:MTSS, FACE2: Local School Council, FACE2: Parent Engagement, FACE2: Title 1 PAC

- (On-Track) Establish school-wide discipline expectations and restorative actions/practices aligned to CPS's Uniform Discipline Code

  Tags:MTSS, Supportive and Equitable Approaches to Discipline

- (On-Track) Provide bi-weekly on track report to discuss during grade band and ILT sessions

  Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, MTSS: Progress Monitoring, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions, Personalized Learning: Tailored Learning/Differentiation

Strategy 4

If we do...	Provide SEL training and resources to staff members
Then we see...	Teachers Integrating universal SEL skills instruction into core subjects and disciplinary responses
which leads to...	Students utilizing strategies taught to resolve conflict in a civil manner leading to a 10% reduction (each quarter) in interruptions and removal of students from the classroom or school community as indicated by school discipline referrals when compared to the previous school year
Budget Description	Funds 115 and 332 will be utilized to Support Equitable Approaches to Discipline

Tags	Supportive and Equitable Approaches to Discipline, Equity: Fair Policie sand Systems, Equity: Inclusive Partnerships, Equity: Resource Equity, FACE2: Community Partnerships, FACE2: Parent Engagement, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Tier 2 and 3 Interventions
Action steps	• (On-Track) Create a mailbox station for students to communicate their feelings, concerns, and needs and receive individualized support aligned to communication received Tags:MTSS: Family and Community Engagement, MTSS: Problem Solving Process, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions • (On-Track) Identify and teach monthly SEL themes to ensure students are modeling Character Education Traits in social settings Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment • (Not started) Implement SEL check-in/check-out (mood meter, breaking news, shout-outs, and apologies) Tags:OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions • (On-Track) Meet with school counselor once per month to review data (referral forms) and discuss current SEL strategy implementation/effectiveness Tags:MTSS: Problem Solving Process, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment • (On-Track) Identify students to serve as one-on-one mentors Tags:OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions • (On-Track) Schedule local SEL training for staff with Network Coach (school Counselor will attend monthly SEL meetings and provide local PD 4th Wednesday of month) Tags:OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions

Action Plan

Strategy 1

Completed Nov 09, 2020

Meet with staff, LSC and PAC to establish vision

Jul 01, 2020 to Jun 30, 2021 - Administration/ILT/LSC/PAC

On-Track Nov 09, 2020

Monitor on track metrics and facilitate data analysis sessions; resulting in action item development during weekly grade band meetings and monthly ILT sessions

Jul 01, 2020 to Jun 30, 2022 - Admin/ILT/Grade Bands

On-Track Nov 09, 2020

Use formal and informal opportunities to measure/ensure quality instructional delivery daily

Sep 08, 2020 to Jun 30, 2021 - Admin/All Staff (Including non-certified)

On-Track Nov 09, 2020

"Buffer" staff from external distractions to the school's priorities and goals

Sep 08, 2020 to Jun 30, 2021 - Admin

On-Track Nov 09, 2020

Deliver State of the School Address (Fall and Winter)

Sep 08, 2020 to Feb 28, 2021 - Admin

On-Track Nov 09, 2020

Align funding and resources to CIWP Priorities

Jul 01, 2020 to Jun 30, 2021 - Admin/LSC/PAC

Completed Nov 09, 2020

Purchase IXL for progress monitoring

Jul 01, 2020 to Aug 31, 2020 - Admin/LSC/PAC

Completed Nov 09, 2020

Purchase BrainPop

Jul 01, 2020 to Aug 31, 2020 - Admin/LSC/PAC

On-Track Nov 09, 2020

Fund College Tours

Jul 01, 2020 to Aug 31, 2020 - Admin/LSC/PAC

Completed Nov 09, 2020

Purchase TRC for Primary Grades

Jul 01, 2020 to Aug 31, 2020 - Admin/LSC/PAC

Completed Nov 09, 2020

Fund after school tutoring and enrichment

Oct 01, 2020 to Apr 30, 2021 - Admin/LSC/PAC

On-Track Nov 09, 2020

Fund step up summer program for primary grades

Jun 01, 2020 to Aug 14, 2020 - Admin/LSC/PAC

On-Track Nov 09, 2020

Provide funding for staff professional development

Jul 01, 2020 to Jun 30, 2021 - Admin/LSC/PAC

Strategy 2

On-Track Nov 09, 2020

Present Opening State of the School Address

Aug 24, 2020 to Sep 04, 2020 - Admin

On-Track Nov 09, 2020

Sustain IEP compliance, ensuring diverse learners are engaged in quality instruction aligned to modifications and accommodations

Sep 08, 2020 to Jun 30, 2021 - Admin/Teachers/SECA

Completed Nov 09, 2020

Design daily schedules aligned to a balanced literacy framework, ensuring reading blocks are 120 minutes (K-5) and 90 minutes (6-8). Additionally, reading blocks will be scheduled during morning hours.

Sep 08, 2020 to Jun 30, 2021 - Admin and Teachers

Behind Nov 09, 2020

Modify staff schedules to provide intervention and enrichment support aligned to interim assessments

Sep 08, 2020 to Jun 30, 2021 - Admin and School Staff

On-Track Nov 09, 2020

Provide staff with professional development opportunities to support RLS components 1D (Designing Coherent Instruction), 2B (Establishing a Culture for Learning) and 3C (Engaging Students in Learning) - Locally and Nationally

Jul 01, 2020 to Jun 30, 2021 - Admin and Staff

Completed Nov 09, 2020

Fund teacher substitute bucket ensuring staff participation in network, district and national professional development.

Jul 01, 2020 to Jun 30, 2021 - Admin

Completed Nov 09, 2020

Design daily schedules aligned to a balanced math framework, ensuring blocks are 90 minutes (K-8).

Sep 08, 2020 to Jun 30, 2021 - Admin and Teachers

Completed Nov 09, 2020

Designate a local literacy coach to support teacher capacity for quality ELA instruction

Aug 03, 2020 to Jun 30, 2021 - Admin and mentoring Teacher

Completed Nov 09, 2020

Designate a local math coach to support teacher capacity for quality math instruction

Aug 03, 2020 to Jun 30, 2021 - Admin and mentoring Teacher

On-Track Nov 09, 2020

"Protect" weekly grade band planning time, ensuring staff and administrator participation

Sep 08, 2020 to Jun 30, 2021 - Admin

On-Track Nov 09, 2020

Complete Reflect and Learn observations (informal/formal) ensuring mandate compliance and identify professional development needs for staff.

Oct 05, 2020 to May 31, 2021 - Admin

Strategy 3

On-Track Nov 09, 2020

Provide staff professional development on classroom management strategies

Jul 01, 2020 to Jun 30, 2021 - Admin

On-Track Nov 09, 2020

Establish behavior contracts with students and parents

Sep 08, 2020 to Jun 30, 2021 - Admin and Counselor

On-Track Nov 09, 2020

Continue incentive programs to recognize students for appropriate behavior aligned to local behavior norms and goals

Sep 08, 2020 to Jun 30, 2021 - Admin and Staff

On-Track Nov 09, 2020

Provide tier II enrichment support after school, targeting students to move from average percentiles to high average on EOY NWEA Map

Oct 05, 2020 to Apr 30, 2021 - Admin and Staff

On-Track Nov 09, 2020

Close achievement gaps between diverse learners and general education population by providing Tier II and Tier III support daily by reducing class size

Sep 08, 2020 to Jun 30, 2021 - Admin and staff

On-Track Nov 09, 2020

Ensure MTSS menu of interventions are current and aligned to strategies implemented K - 8

Sep 08, 2020 to Jun 30, 2021 - Admin and Staff

On-Track Nov 09, 2020

Display attendance bulletin board on main floor/provide monthly incentives

Oct 01, 2020 to Jun 30, 2021 - Admin/Staff/LSC

On-Track Nov 09, 2020

Establish school-wide discipline expectations and restorative actions/practices aligned to CPS's Uniform Discipline Code

Jul 01, 2020 to Jun 30, 2021 - Admin and Staff

On-Track Nov 09, 2020

Provide bi-weekly on track report to discuss during grade band and ILT sessions

Oct 01, 2020 to Jun 30, 2021 - Admin and Staff

Strategy 4

On-Track Nov 09, 2020

Create a mailbox station for students to communicate their feelings, concerns, and needs and receive individualized support aligned to communication received

Oct 01, 2020 to Jun 30, 2021 - Primary Staff

On-Track Nov 09, 2020

Identify and teach monthly SEL themes to ensure students are modeling Character Education Traits in social settings

Oct 01, 2020 to Jun 30, 2021 - Classroom Teachers

Not started Nov 09, 2020

Implement SEL check-in/check-out (mood meter, breaking news, shout-outs, and apologies)

Oct 01, 2020 to Jun 30, 2021 - Classroom Teachers

On-Track Nov 09, 2020

Meet with school counselor once per month to review data (referral forms) and discuss current SEL strategy implementation/effectiveness

Sep 08, 2020 to Jun 30, 2021 - School Staff

On-Track Nov 09, 2020

Identify students to serve as one-on-one mentors

Oct 01, 2020 to Jun 30, 2021 - Intermediate/Upper Staff

On-Track Nov 09, 2020

Schedule local SEL training for staff with Network Coach (school Counselor will attend monthly SEL meetings and provide local PD 4th Wednesday of month)

Jun 30, 2020 to Dec 31, 2020 - Admin

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.

? (GOAL) ALL STUDENTS K THROUGH 8 ARE PERFORMING AT/ABOVE 50TH PERCENTILE (READING AND MATH) FOR NWEA MOY AND EOY ? (CURRENT) 42% OF STUDENTS ARE PERFORMING AT/ABOVE THE 50TH PERCENTILE FOR MATH AND 54% FOR READING
? (GOAL) 70 PERCENT OF ALL STUDENTS K THROUGH 8 ARE PERFORMING AT/ABOVE ATTAINMENT (READING AND MATH) FOR NWEA MOY AND EOY ? (CURRENT) 21% OF STUDENTS ARE PERFORMING AT/ABOVE THE 70TH PERCENTILE FOR MATH AND 28% FOR READING
? SIX OUT OF NINE GRADES SCORED AT/ABOVE MOY READING NGLM (GRADES K, 2, 3 AND 6 ARE CHALLENGE)
? SIX OUT OF NINE MOY MATH RITS ARE HIGHER THIS YEAR THAN LAST YEAR (GRADES K, 6 AND 8 ARE CHALLENGE)
? NUMBERS AND OPERATION IS STRENGTH FOR PRIMARY GRADES
? OPERATIONS AND ALGEBRAIC THINKING IS STRENGTH FOR INTERMEDIATE AND UPPER GRADE
? FOR ALL GRADES, 8 OF 202 STUDENTS ARE OFF TRACK FOR WEEK 22 (WHEN COMPARING WEEK 20 THIS YEAR TO LAST YEAR, WE ARE DOWN 3%)

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

? Ensure quality Tier II/III instruction is provided daily aligned to IEPs; reinforced by MTSS
? Effectively utilize SECAs to support Tier II/III instruction
? Ensure quality Tier II/III instruction is provided daily aligned to frequent progress monitoring data promoting growth at/above attainment RIT
? Provide after school support three hours per week/small group support 20 minutes per day twice per week
? Integrate Statistics and Probability into other standards during math talks and ?Do Now? when a relationship exist
? Include additional opportunities to actively engage with informational text and utilize strategies such as annotating and graphic organizers. Students will also be provided opportunities to analyze charts and data tables aligned to passages as well as create charts and data tables to convey information.

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.

Designing Coherent Instruction:
? Plan lessons (with fidelity) aligned to Network?s Scope and Sequence
? Improve Tiered Instruction through Multiple Tiered Systems of Support (MTSS); supported by progress monitoring
? Implement strategies to close achievement gap between gen. ed. and Diverse Learners
? Improve vertical alignment of curriculum

Establishing a Culture for Learning:
? Improve 5 Essentials through ILT focus groups
? Maximize restorative practices
? Continue strategies to increase student ownership for learning
? Fund and facilitate college and career readiness events

Engaging Students in Learning:
? Improve Task and Text Complexity (Critical Thinking)
? Align tiered lessons to student needs
? (MTSS) Push-in support by ancillary staff
? Ensure questions are aligned to DOK 3 and 4

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).

? Ensure quality Tier II/III instruction is provided daily aligned to IEPs; reinforced by MTSS
? Effectively utilize SECAs to support Tier II/III instruction
? Ensure quality Tier II/III instruction is provided daily aligned to frequent progress monitoring data promoting growth at/above attainment RIT
? Provide after school support three hours per week/small group support 20 minutes per day twice per week
? Integrate Statistics and Probability into other standards during math talks and ?Do Now? when a relationship exist

? Include additional opportunities to actively engage with informational text and utilize strategies such as annotating and graphic organizers. Students will also be provided opportunities to analyze charts and data tables aligned to passages as well as create charts and data tables to convey information.

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

As vacancies arise, we ensure to identify/post positions within Chicago Public School's Taleo system for candidacy solicitation. We strive to remain departmental grades 1 through 8; with a requirement, teachers be certified in the area of instruction. Resumes are screened by Cullen's Administration and shared with grade band (of vacancy) for review and interview scheduling. After initial interviews, two candidates are referred to Cullen's Administration for final interview and selection.

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.

Our annual SBB budget ensures funding for high quality staff and parent professional development. Funding consist of: 1) Substitute teacher/staff funding for teachers and SECAs to attend local and national professional development 2) Registration for PAC and LSC members to attend local parent training aligned to promote ownership for learning and 3) Enrollment for staff to attend courses aligned to equity and closing achievement gaps between diverse learners and general population

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

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) PAC Meetings 3) Open House Events 4) State of School Addresses (BOY/MOY) 5) "Data Chats" (during report card pick up fall/spring). Meeting notifications will be shared in monthly parent letters, posted on the school's marquee and inside the school (main entrance).

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.

As a school, we maintain partnerships with local day care/pre-school facilities within our schools boundaries. This partnerships consist of facility visits/observations (internal/external) to ensure curriculum alignment for kindergarten transition. Teachers also serve as mentors to gauge and promote quality instructional delivery.

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.

As of school year 2019, Cullen has established a functioning instructional leadership team (ILT). This team allows teachers to serve in shared decisions directly impacting environmental needs and student achievement. Our ILT meet monthly.

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.

Our challenge remain ownership for learning and a collective belief that 100% of students kindergarten through 8th grade can consistently perform at/above grade level. We are aggressively improving efforts to

ensure frequent tier II and III instruction occur (academic and SEL) aligned to progress monitoring, by the following actions: 1) Observation of classroom instruction and feedback support for reinforcement and/or improvement 2) Meeting weekly with grade band staff to review data and identify strategies for MTSS improvement and 3) Funding annual budgets for progress monitoring platforms and ensuring staff attend quality professional development.

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 coordinate and integrate federal, state and local programs annually through: 1) Providing before/after school enrichment and tutorial services

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.

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) PAC Meetings 3) Open House Events 4)
State of School Addresses (Fall/Winter) 5) "Data Chats" (during report card pick up fall/spring). Meeting notifications will be disseminated in monthly parent
letters, posted on the school's marquee and inside the school (main entrance).

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

Cullen's State of School Address and Annual Open House is scheduled for August 2020. Our Title I Annual Meeting and PAC organization is scheduled for
October 2020.

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

As a staff, we will continue to involve parents in the education of their children and respond to request by the following actions: 1) Maintaining our "Open
Door" Policy 2) Inviting parents to meetings via monthly school newsletters 3) Parent Surveys 4) CPS Email Accounts and Phone In-Boxes

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.

Student progress reports will be provided to parents every five weeks and report cards are generated quarterly. Official NWEA Map data results will be
provided to parents during report card pick-up dates. Additional notification will take place during fall, winter and spring.

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.

Administrators will mail/send CPS letter notification to parents via (1) U. S. Mail (2) Student Carrier

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.

The school will send home (minimally twice or upon request) CPS Parent Portal information which allows ongoing collaboration between parent, student, and
teacher. This gives a parent direct linkage to the school and classroom. Parents are invited to participate in Cullen's "State of the Schools Address"
(Fall/Winter 2020). Spring to spring results and goals are posted on floor one; along with school's theory of action.

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.

We will provide parents with the following support to aid in their child's achievement/performances: 1) Parent room (208) equipped with computers, copiers,
faxes and printers 2) Technology Support - via main office (computer/printer/fax access) 3) Bulletin boards used to share school news/community news 4)
Parents receive monthly news letters with invitations to PAC and LSC meetings 5) Annual Family Academic Events to provide an array of school and
community services 6) School Counselor/School Social Worker will provide parent resource information upon request and during MTSS events

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.

As part of our professional development for staff, we will continue to provide: 1) Ongoing workshops on parent collaboration 2) Maintain our daily "open door"
policy 3) Annual training for Children in Temporary Living Situations 4) "Data Chats" facilitated by teachers with parents

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.

As a community, we have not received enough request for pre-K programs. However, we have established partnerships with local day care facilities that feed
into Cullen. Our goal is to provide curriculum support ensuring students entering grade K are on track and prepared to perform academically. Our end goal is
for students leaving grade K are on track to graduate on time college and/or career ready from 8th grade and high school.

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.

We will inform parents through the following means: 1) Monthly Newsletters 2) Weekly Flyers 3) School Marquee 4) Parent letters and 5) Posted information
throughout the school's corridor school

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

At Countee Cullen Elementary, our mission is to offer students a college preparatory educational program, fostering creativity, encouraging integrity,
developing an appreciation for diversity and cultivating a strong technological foundation. We are committed to involving staff, students, parents, community
members and business partners in our ongoing process of developing a school of excellence.

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.

Two official parent-teacher conferences are scheduled in the fall and spring (district wide). Additionally, parents are invited locally to attend Open House
events to conference with parents (September/February). Conferences are scheduled for "off track" students aligned to DASHBOARD and
progress reports.

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

CPS mandates that progress reports be completed every five weeks and report cards on a quarterly basis. Parent portal is also available to parents daily.
Additionally, we provide student profile reports 3 times per year (Fall/Winter/Spring).

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

School staff members are available to "serve" daily. Parents simply contact the school and/or teacher to make an appointment. Parents may come on a "walk
in basis" and administrators will either meet with parent or provide a conference date/time. Emailing is also available (Responses are mandated to be
disseminated within 24 hours).

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 volunteer to help via LSC/PAC meetings, school-wide fundraisers and family literacy nights. Additionally, parents may volunteer on a regular basis in
classrooms, by completing volunteer protocols (Visit cpsvolunteers.org). Parent observations may occur on any day and at anytime (please schedule with
Cullen's Administration)

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

CPS has provided a parent website and Parent Portal which allow guardians an opportunity to monitor children's school work and grades daily. Additionally,
in five week increments, parents are notified of DASHBOARD off track students, aligned to progress reports.

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 are invited to attend and provide support at all LSC/PAC meetings. The school's administration has an "open door policy" and will listen to all
suggestions on improving the education of Cullen's students anytime. Parent surveys are solicited semi-annually.

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).

Students will assure academic achievement through the following actions: 1) Students are required to arrive on time daily 2) Homework is mandated daily 3)
Students are required to control their behavior and are supported by local MTSS programs/partnerships 4) After-School programs are provided to support
student's instructional needs via enrichment programming

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.

Cullen's parent budget will fund adult training aligned to increasing school-community engagement and students achievement; resulting in grade K through 8 pupils graduating on time/track to successfully complete college or enter a career of choice.

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)	$1603.00
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