Roger C Sullivan High School (/school-plans/629)  /  Plan summary

# 2016-2018 plan summary

Team

| Name | Role | Email | Access |
| --- | --- | --- | --- |
| Chad Adams | Principal | chadams2@cps.edu | Has access |
| Augustine Emuwa | Assistant Principal | ABEmuwa@cps.edu | Has access |
| Matt Fasana | Assistant Principal | mpfasana@cps.edu | Has access |
| Janet Jones | ILT member/Science dept. leader | jsjones@cps.edu | Has access |
| Erk Dace | Case Manager Diverse Learners | edace@cps.edu | Has access |
| Frances Evins | ILT/teacher | fabarnettevins@cps.edu | Has access |
| Maraget Walton | LSC Chair/PAC President Parent | margaret_w316@yahoo.com | Has access |
| Bryant Biegaj | math dept leader | bsbiegaj@cps.edu | Has access |
| David Berrol | English dept leader | dpberrol@cps.edu | Has access |
| Sarah Quintenz | ELL dept leader | squintenz@cps.edu | Has access |
| Jodi Weiss | ILT member | jsweiss@cps.edu | Has access |
| Habeeba Fatima | ILT member | hfatima@cps.edu | Has access |
| Nia Haralampopoulos | ILT member | oaharalampopoulos@cps.edu | Has access |
| Jim Schwartz | ILT coach NCSA | jtschwartz@uchicago.edu | Has access |
| Teresa Glab | Care Team/School Pysch | tlglab@cps.edu | Has access |
| Noe Torres | ILT member | ntorres@cps.edu | Has access |
| Noe Torres | ILT member | ntorres@cps.edu | Has access |

| | | | |
|---|---|---|---|
| Jen Ciok | Post Secondary Coach | jciok@umojacorporation.org | Has access |
| Elizabeth Bieze | Lead Counselor | eabieze@cps.edu | Has access |

## Team meetings

| Date | Participants | Topic |
|---|---|---|
| 02/10/2016 | ILT Members and Department Chairs | Learning and Teaching (selecting a Target Instructional Area) |
| 02/09/2016 | LSC/PAC meetings | Increasing parent involement |
| 04/06/2016 | ILT members | CIWP survey assessments |

## School Excellence Framework

Culture of & Structure for Continuous Improvement                                4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1    2    **3**    4

> We have cast the core values in the first year by working teachers, and now have integrated to the students belief systems. We also use our instructional leadership team to deliver PD around best practices, peer observation, learning walks, looking at student work, and our newly created culture leadership team will deliver PD as well around classroom management strategies, positive behaviors in shared spaces (i.e. hallway, lunch room, etc.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

**Instructional Leadership Team:**

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

Score

1    2    **3**    4

> Every week, ILT members meet in the morning before school to discuss future meetings and the direction the school is moving. Agendas are created for ILT members to lead meetings within our PLC (Professional Learning Communities). During these meetings, the ILT discuss school/student data as it relates to student growth. Both the teacher and student voices are evaluated. The ILT looks at data through Google Docs.

## Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ ILT Effectiveness Rubric Score<br>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)<br>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff<br>✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>B5. Supports Teacher Teams |

**Professional Learning:**

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

Score

1   2   **3**   4

Our professional learning community (PLC) represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. The PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. Our PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students. These teams select evidence-based instructional strategies for meeting the standards. Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

| | |
|---|---|
| Suggested Evidence | ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?<br>✓ PD agendas, PD feedback surveys<br>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | B2. Observes and Evaluates Staff and Gives Feedback to Staff<br>B6. Professional Development Provided for Staff |

**Aligned Resources:**

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

Score

1  2  **3**  4

Our students receive ongoing SEL support from Umoja through seminar curriculum for morning meetings and adults receive coaching supports to better understand how to address their students SEL needs. A college counselor, also with the support of Umoja, also tracks our graduates as they continue on in their first year post high school Our partnership with Mikva equips students with leadership skills and assist in creating a student leadership council to effect school wide policy changes and inject student voice in all facets of Sullivan. Our Youth Job Center Outpost offers career skills training (i.e. resumes, interviewing, work habits, work manners, etc) and also find students employment and internship opportunities. An ongoing partnership with City Year provides students with near-peer mentoring in the classroom and outside the classroom for tutoring supports. City Year focuses on our freshmen academy and assist in their discovery of self and developing skills to transition successfully from elementary school to high school.

Partnerships will also play a key role in developing the staff to implement a student-centered, problem-based, and standards driven experiences. The University of Chicago's Network for College Success will offer continued support to administration and staff around a targeted instructional area and peer collaboration and feedback. As members of the School That Can network Sullivan will continue to learn from other public, charter, and private schools to share effective and innovative practices that drive continuous improvement.

A core aspect of our partners will be forming relationships with organizations, business, and schools that will support our students on their explorations and journeys. Sullivan will utilize our current connections and student voice to seek out specific partnerships to augment student driven project topics on a local, national, and global scale. Additionally, we use a current partnership with EMBARC to learn locally how they support and plan local student journeys to fully realize each experience. The Rogers Park Business Alliance also provides local support to connect classrooms to area businesses and community issues.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

**Curriculum:**

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

Score

1   2   **3**   4

> Currently we are showing evidence of English and math course curriculums

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.

- Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Instructional Materials:**

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

Score

1  2  **3**  4

> The vast majority of the teachers at Sullivan (88%) use textbooks and workbooks for instruction for at least 38% of their instruction time. Teachers also used manipulatives such as Realia, graphic organizers, art supplies, calculators, and medical and scientific equipment. Approximately 75-80% use ELMOs, computers, and LCD projectors to enhance their instruction. 33% of the teachers believe that technology strongly enhances higher order thinking skills on a scale of 10 and all teachers scored this category above a 7 on a scale of 10. All respondents gave a score of at least 7 on a scale from 1-10 stating that the technology and instructional materials used in class addressed the varied learning styles of the students in their classes. In fact, 48% of the respondents gave this category a 10. Over half of the respondents believed that the materials they use in class connect to real life applications. For example, life skills are taught in many classes and math problems are contextualized using real life situations. Regarding upgrading materials based on new information about students, 33% of respondents upgraded materials only 20% of the time. Students decided on materials approximately 20% of the time in 1/3 of all classes. This statistic indicates a low participation rate on this datum. On the 5E survey, Sullivan High School scored a 77 which is an indication of Strong. The areas of concentration for each area are: English (debate in reading), Math (writing a math problem for other students to solve), Academic Press (teachers ask students difficult questions) and Student Discussion (students ask for feedback from peers and the teachers).

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**

- Students interact with instructional materials to engage all modalities in the learning process.
- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
  - **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

**Rigorous Student Tasks:**

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

Score

1    2    **3**    4

> Collection of tasks from various teachers

## Guide for Rigorous Student Tasks

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

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Cross-section of student work from a variety of content areas<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

**Transitions, College & Career Access & Persistence:**

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

**Score**

1    2    3    **4**

Post - Secondary team work

## Guide for Transitions, College & Career Access & Persistence
- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to:  High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
    - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
        - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
        - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**
        - Provide access to 8th Grade Algebra to all eligible 8th grade students.
        - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
        - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
        - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
        - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
        - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade

milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Data on college visits and college fair information<br>✓ Naviance Monthly Data<br>✓ Scholarships earned<br>✓ Artifacts, plans, or timelines related to successful transitions structures<br>✓ To & Through data |
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates<br>✓ Early College and Career Credentials |
| Five Essentials | Ambitious Instruction          Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort<br>C2. Builds a culture of high aspirations and achievement for every student. |

## Expectations for depth & breadth of Quality Teaching

**Instruction:**

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1    2    **3**    4

> Last year we learned the "First 20 days" strategies, also we reviewed Webb's depth of knowledge (DOK)/Bloom's triangle and Rigor and Relevance matrix. And we have used annotation, text dependent questions. This year we have went through a process to select a targeted instructional area for the school and in the process have taught our PLC's how to write an extended response question aligned to standards and create rubric/scoring guide for the Extended Response. CTE (Business and Medical) students make connections to real world and apply them to their interests.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) <br> ✓ Informational observations, peer observations, learning walks <br> ✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth <br> ✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction <br> Effective Leaders <br> Supportive Environment |
| CPS Framework for Teaching | 3a. Communicating with Students <br> 3b. Using Questioning and Discussion Techniques <br> 3c. Engaging Students in Learning <br> 3d. Using Assessment in Instruction <br> 3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices <br> B2. Observes and Evaluates Staff and Gives Feedback to Staff |

**Multi-Tiered System of Support:**

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

Score

1    2    3    **4**

At Sullivan High School, we strive to create a safe learning environment characterized by respectful interactions, trusting relationships and effective communications. We incorporate strategies to resolve group and individual conflicts and respond to specialized individual needs with a continuum of services anchored in our core values of FIST (Family, Integrity, Service and Tenacity).

ILT (Instructional Leadership Team) and BHT (Behavioral Health Team) members meet weekly to discuss key markers of success as measured by SQRP (School Quality Rating Policy), attendance rates, and course success rates. As a preventive measure, all students are tracked by cohorts in terms of attendance, behavior, and grades. Data regarding these key indicators of educational health are continuously monitored and communicated to faculty via GLT (Grade Level Team) meetings. Students deemed at-risk of not achieving timely graduation are identified quickly. Teachers and staff then work collaboratively to provide a wide range of supports.

On a universal level, Tier 1 interventions are interwoven into our daily routine. The 'Calm Classroom' curriculum has been successfully implemented at a school-wide level for three years. Its centering exercises are presently implemented in two designated daily class periods and, also, at the beginning of every staff/faculty activity. Another school-wide initiative, Peace Circles, has reached every facet of our school culture through its active restorative measures. On a quarterly basis, assemblies are held to celebrate our ABCs (Attendance, Behavior, & Coursework). Students who personify our FIST values garner special recognition at these celebrations. Furthermore, daily PA announcements acknowledge those Sullivan Community members who exemplify the tenets of FIST. Individuals or groups who epitomize these values are further recognized in the school's weekly newsletter by our principal in a "Friday Shout Out." Moreover, traditionally focused academic interventions include: Freshman Connection; City Year tutoring; Student/Parent Portal training sessions; our after-school homework club; our City Year Student Work Center (available to students both after-school and during their lunch periods); and our aforementioned ABC award assemblies. Freshman Seminar, a required course, features curriculum and classroom activities provided by Embarc aimed at expanding students' academic perspectives, professional prospects, cultural depth, team building and organizational interventions in support of both academic and SEL objectives.

Tier 2 interventions are provided by both school staff and community partners and include the following small group support services: Grief Support; Music Coping; Anger Management; Support to Students who are Expecting and/or Parenting; Think First (Anger Management); CBITS (Cognitive Behavioral Interventions for Trauma in Schools); Brotherhood (Support for Male Students); Family Outreach and Support; and ACT prep classes. In one-on-one and in small group settings, students are provided tools to self-monitor their progress with planned interventions such as CICO (Check-In/Check-Out) and Strong Teens. Faculty and staff support these initiatives via FOT (Freshman-On-Track), SOT (Sophomores-On-Track), and JOT (Juniors-On-Track).

Tier 3 interventions focus on the needs of our most vulnerable students. These critical services and supports are delivered by school staff in concert with community partners. Prominent areas for intervention include: Suicidal Ideation; Self-injurious Behaviors; Substance Abuse; Trauma; Violence in the Community; Legal Issues; Needs of Unaccompanied Child Migrants; Temporary Living Situations of Students and Families; Economic Pressures; Support of Students who are Wards of the State; Residents of Group Homes; Shelter Residents; Temporary Foster Care Placement; and a wide range of Crisis Intervention supports and services. Our Crisis team responds to events that compromise the safety and well-being of students; Collaborates with parents/guardians as well appropriate urgent care and emergency service providers. These include acute psychiatric episodes, chronic psychiatric issues, and coordinated supports following a psychiatric event. Furthermore, on an individual basis, we also address the needs of our many diverse learners; those with Educational Disabilities; those in need of special and/or separate day school placements; and Low Incidence Cluster Programming. We also write and implement Functional Analysis Behavior Intervention Plans and Safety Plans. Individual counseling support is also provided. Our Post-Secondary Team focuses on transition planning to college and career. Other Tier 3 interventions include: parent conferences with school administrators, dean, and attendance monitors. Credit recovery options - including opportunities for Online Coursework and Independent Study - are administered with care under the watchful eye of our school counselors.

Our list of community partners continues to grow and currently includes: City Year; Umoja; Embarc; the CVS Kilmer-Sullivan Health Center; Youth Job Center; Alternatives, Inc.; Anixter; C-4 (Community Counseling Centers of Chicago); Chicago Lakeshore Psychiatric Hospital; Chicago Children's Center for Behavioral Health; District 24 Chicago Police District; the Office of Alderman Joe Moore; the Rogers Park Builders Group; True to Life Foundation: The Life of a Child; Rogers Park Business Alliance; Mikva Challenge; Between Friends; and After School Matters.

At Sullivan High School, we actively seek to engage parents and community. Additional opportunities for face to face parent-teacher communications are afforded by our expansion of district-scheduled report card pick-up days from two to four. As a result, our parent-teacher conferences now occur on a quarterly basis rather than biennially. Our 'School Curriculum Open House' has been held in the fall to showcase our successful programming. Active parent engagement toward academic success and SEL are further nurtured by two prominent institutions: The LSC and Title I Parent Advisory Council. Together, we constantly strive for excellence.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**

- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
    - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
        - Monitor students requiring and receiving targeted and intensive instruction/interventions.
        - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
        - Determine appropriate interventions for students or groups of students not making adequate progress.
        - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
    - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
        - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
    - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards



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

**Balanced Assessment & Grading:**

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

Score

1    2    **3**    4

> A survey was given to all teachers to complete regarding their grading procedures and policies. Based on 27 responses, we were able to discover that 12 teachers (44.4%) use a traditional grading policy, 12 teachers (44.4%) use a no-zero grading policy, 2 teachers (7.4%) use the recommended CPS grading policy, and one teacher (3.7%) uses a different type of grading policy. Based on 26 responses we found that the school is evenly split (13 each) on whether grades are calculated using percent or points logic in grade book. Based on 27 responses, 23 teachers (85.2%) update grade book 1-5 times per week, 3 teachers (11.1%) updated grade book 6-10 times per week, and 1 teacher (3.7%) keeps grades on paper and transfers the grade to the computer at marking time. Based on review of several unit maps, we determined that English and math classes are aligned to Common Core State Standards (CCSS) and that science classes are beginning to align to the new science standards. Based on data on CPS Dashboard, overall school on-track rates are around 70% .
> Review of assessments from various academic departments revealed that assessments require students to answer text dependent questions, analyze charts and graphs, compare and contrast given scenarios, explain and justify responses, connect ideas using supporting evidence, locate information in a text, develop a mathematical model for a complex situation, and show evidence of reading comprehension and inference. Most assessments were aligned to CRS or CCSS standards, or the new science standards.

## Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with**

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

## Evidence, Measures, and Standards

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

**Culture for Learning:**

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

Score

1   2   **3**   4

Our core values and our 5 essentials show a rising levels of trust between students and teachers, teachers and Admin.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
| --- | --- |
| Suggested Evidence | ✓ Sample of individual student learning goals from a cross-section of teachers<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Relational Trust:**

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

Score

1    2    **3**    4

Sullivan aims to create a trusting culture through creating professional development opportunities for staff in restorative justice and through implementing PBIS school-wide. Along with encouraging teachers to use Student Logger for positive communication, whereby students will also be notified, a PBIS system will increase positive interactions between staff and students. Proactive restorative work also takes place in all classrooms. The first week of school, all teachers were mandated to run community-building circles in their classrooms, which focused on relationship building, and norm setting, which entailed laying out clear expectations, routines trust and procedures for classrooms. In addition to those proactive circles, 40 additional community-building circles have taken place in the peace room with classes to reinforce positive student behavior and trust throughout the school year. Mentors are also assigned with many of our freshmen through City Year and their process to place students in focus lists based on Academics, Behavior and Attendance. Similarly, our freshmen seminar class uses academic check-ins to help the students develop trust and processes with adults in the building. Adults in the building comfortable in RJ and relationship building are also assigned students to mentor and check-in with. This list is developed through conversation, but a dedicated process still needs to be established for consistent practice. Older EL students at Sullivan do Reading Buddies for 1st graders at Kilmer and a group of 12 freshmen students are also mentoring 8th graders. In addition, some of our CTE students work with students in our Low-Incidence program that builds relationships and perspective among students.

5E survey results show that teachers report trust in the principal 75% of the time and 73% of them feel the principal looks out for their best interest. In addition, almost 80% of teachers report that they have worked with other teachers on instructional strategies and activities with other teachers. Accordingly, only 12% of teachers report that they do not trust other teachers at Sullivan and only 6% feel they don't respect their colleagues even if those colleagues are placed in leadership positions. The 5E survey also indicates that students believe there is a very strong student-teacher trust at Sullivan High School with the highest reported scoring being that students feel comfortably with their teachers (92%).

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Five Essentials/My Voice, My School Survey<br>✓ School Climate Standards Self-Assessment |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | D2. Creates, develops and sustains relationships that result in active student engagement in the learning process<br>E1. Creates a Culturally Responsiveness Climate |

**Student Voice, Engagement, & Civic Life:**

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

Score

1 **2** 3 4

Sullivan High School does offer a number of extra curricular activities, however most of them are athletic in nature. Sullivan did win a 21st century grant enabling it to provide funding to a dynamic number of different activities, but it struggles to maintain a sustainable level of attendance in those programs. Additionally, activities find themselves competing with students for membership. Leadership opportunities within those activities are not well publicized, which limits their engagement and growth. In a recent survey, teachers indicated that only 20% of students take an active role in determining the instructional materials used and the lessons taught. Sullivan High School needs to include student in the decision making process more. Only 56.5% of students participated in the MVMS. Sullivan High School does not offer a Civics course. Sullivan's ILT did bring in student voice for guidance on implementation, but only 1 out of 2 students showed up once. Students were involved with providing information for Sullivan's recent XQ application, giving their input regarding direction of Sullivan's future curriculum and process. Although Sullivan does not have a Student Council for the school and does not have grade level student leaders, we do have 17 students participating in an after school Mikva program. This program has taken student voice to allocate money in the community and within the school.

## Guide for Student Voice, Engagement, & Civic Life

**Students…**

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

## Evidence, Measures, and Standards

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

**Safety & Order:**

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

Overall Sullivan's Safety and Order, scores high. In the last 4 years, there have only been 27 reports of bullying like behaviors out of a possible 1907 incidents. This represents only 1.4% of our total incidents. However, it is important to note that on the My School My Voice survey, Sullivan scored very poorly with a 32. This ranks below CPS, but above similar schools to Sullivan. When breaking the results down further, it shows that students report that they feel safe or mostly safe within the building, but an equal number of students have safety concerns outside the building or traveling to and from school. Interestingly, students feel just as safe in the classrooms as they feel in the unsupervised bathrooms. Sullivan believes this is a great indicator of how students feel about safety at Sullivan. Sullivan staff are encouraged and provided coaching on how to deescalate situations with students that foster respectful and nurturing environments. 90% of all incidents are handled using RP and antidotal information gathered from Student Logger indicates that staff and students are indeed having safe and relationship building conversations. Four teachers this year took advantage of the CPS CHAMPS professional development and they have been seen implementing those practices in their classrooms. Looking at the heat map on Reflect and Learn, most teachers scored a Proficient in Domain 2, indicating that they are providing rich and supportive environment for their students. Areas that need improvement that Sullivan is encouraging through PBIS is more active supervision in the common areas during the school day and providing guidance for students to take an active role in the management of classroom routines.

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

**Restorative Approaches to Discipline:**

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

Sullivan High School consistently utilizes a restorative approach to discipline, operating at a level 4. Proactive restorative work occurs through Sullivan's Culture Leadership Team which meets on a weekly basis. This team aims to create a restorative school culture through creating professional development opportunities for staff in restorative justice and through implementing PBIS school-wide. Proactive restorative work also takes place in all classrooms. The first week of school, all teachers were mandated to run community building circles in their classrooms which focused on relationship building and norm setting, which entailed laying out clear expectations, routines and procedures for classrooms. In addition to those proactive circles, 40 additional community building circles have taken place in the peace room with classes to reinforce positive student behavior throughout the school year.

Sullivan's Dean and Peace Room Coordinator also collaborate to employ a continuum of reactive and proactive restorative responses to behavior to effectively change student behavior. They utilize restorative practices including peace circles, staff/student mediations, restorative conversations, re-entry circles, community building circles, restorative conferences, and circles related to specific problem behaviors (truancy, tardy, substance abuse, poor grades, etc.). They also coach and provide training to other staff in restorative practices, and collaborate often with teachers in implement restorative practices. The peace room serves as the hub for restorative justice, where student and staff come for reparation and healing. So far this school year, the Peace Room has utilizes restorative practices in 245 different cases. The peace room coordinator has collaborated with staff to run 207 restorative circles/mediations and conversations. 820 duplicated students have been served. The Peace Room Coordinator has also partnered with 43 unique adults. Through the utilization of the Peace Room, approximately 76 days of Out of school suspension have been avoided, along with 205 days of in school suspension. This is only peace room data, as restorative practices extend to all parts of the school building (i.e. Dean's office, hallways, etc.)

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

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

**Parent Partnership:**
Score

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

Sullivan needs to increase the level of parent involvement in the school. Although the use of Parent Portal has increased over the years, only 33% of our current parents are using it to keep track of the students. In addition, Sullivan does not have a PAC or a BAC that attracts parents with any sort of consistency. In order to get increased parent involvement, members of the LSC transition into a PAC. Sullivan HS Received A Score Of 70 as its aggregate performance across three key indicators of involved families: Teacher-Parent Trust scored a 61; Parent Involvement in School scored a 67; and Parent Influence on Decision Making in Schools scored an 82. The score of 70 puts Sullivan High School above the district average and above schools that are similar to Sullivan. Even though this is a high score, 5 Essentials tells us that only 38% of teachers feel that parents do their best to help students learn and only 38% of teachers feel that parents support their work. However, 84% of teachers feel like the parents are partners in educating their children. Similarly, 90% of teachers feel like they work hard to build relationships with parents. This could be through phone calls and being present for meetings when parents request. Only 40% of teachers reported that parents responded to their suggestions and only 15% of parents contacted teachers about their student. Sullivan only has a 33% participation in Report Card Pick-up and the 5E survey confirms that. City Year has hosted Family Engagement Nights that get parents to participate in activities during Report Card Pick-up. Umoja has also invited parents to participate in Peace Circles and teach RJ principles during Report Card Pick-up. Sullivan needs to do a better job of including and communicating to parents about events. This includes student performances and our quarterly ABC Awards. Sullivan's website needs to be updated more and should include things that communicate grading policy and welcome them to volunteer. In addition, with the diversity of Sullivan's population, more material needs to be disseminated in the language of its students. Although there is a high reported level from teachers that parents are involved in developing curriculum (63%), is involved in a parent network (65%) and includes parents in developing academic supports (69%), Sullivan is unsure of what mechanisms are in place to support this.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

## School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ⊘= Not of focus |
|---|---|---|
| 2 | Expectations for Quality & Character of School Life: Parent Partnership | 1 2 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 ⊘ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 ⊘ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 2 3 4 5 ⊘ |
| 3 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 ⊘ |
| 4 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 2 3 4 5 ⊘ |

| 4 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊘ |
| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Highschool)                                                           1 of 13 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| **My Voice, My School 5 Essentials Survey** | | | | |
| Based on SY 2016 data, Sullivan is "Well Organized" for improvement. We scored "neutral" for "collaborative teachers" and "involved families." Your goal may be to improve both of these areas to "strong," through your strategies around parent involvement and the work our ILT will be doing with your TIA. | (Blank) | (Blank) | (Blank) | (Blank) |
| **National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | 43.00 | (Blank) | (Blank) | (Blank) |
| **African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | 18.00 | (Blank) | (Blank) | (Blank) |
| **Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | 57.00 | (Blank) | (Blank) | (Blank) |
| **English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| **Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | 13.00 | (Blank) | (Blank) | (Blank) |
| **National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments** | | | | |
| (Blank) | 15.00 | (Blank) | (Blank) | (Blank) |
| **Freshmen On-Track Rate** | | | | |
| Week 35 FOT is 74%. Last school year, Week 35 FOT was 83% and increased to 87% by Week 40. | 83.70 | 88.20 | 90.00 | (Blank) |
| **4-Year Cohort Graduation Rate** | | | | |
| (Blank) | 67.80 | 60.10 | 70.00 | (Blank) |
| **1-Year Dropout Rate** | | | | |
| Current drop-out rate according to Dashboard is 3.1%. | 10.10 | 6.90 | 5.00 | (Blank) |
| **College Enrollment Rate** | | | | |
| (Blank) | 51.90 | 41.90 | 55.00 | (Blank) |

**College Persistence Rate**

| | | | | |
|---|---|---|---|---|
| *(Blank)* | 69.60 | 62.70 | 75.00 | *(Blank)* |

**Average Daily Attendance Rate**

| | | | | |
|---|---|---|---|---|
| Current average daily attendance rate is 87%. At this point last year, your rate was 89.8%. | 86.00 | 90.20 | 90.00 | *(Blank)* |

## Custom metrics

0 of 0 complete

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

## Strategies

## Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Develop a professional learning cycle (classroom walkthroughs, pd facilitated by ILT, differentiated support, etc.) aligned to our Targeted Area of Instruction | We will see powerful practices in the classroom that lead to desirable outcomes based on our selection of a TIA. | increase in growth and attainment on SAT. Increase in domain 3 scores for REACH evaluation increase in student engagement and skills acquisition within the classroom |

Tags:
ILT, Instructiion

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Select a target instructional area | ILT, Staff | Jun 3, 2016 to Jun 3, 2016 | Staff evidence collected through student work, assessment, student voice, learning walks | Completed |

**ILT, Instructiion**

| | | | | |
|---|---|---|---|---|
| Develop an adult professional learning plan/cycle with ILT members for "Critical Thinking" | ILT, Admin, Network for College Success Coach | Jul 11, 2016 to Aug 22, 2016 | Professional learning plan complete with dates set on the school-wide calendar | Not started |

**Academic learning, Instructional focus**

| | | | | |
|---|---|---|---|---|
| Start PLP with department team, and grade level teams | ILT, Admin, NCS, Grade level and departmental teams | Sep 6, 2016 to Jun 16, 2017 | Meetings will start first week of school | Not started |

**ILT, Instructional focus**

| | | | | |
|---|---|---|---|---|
| Weekly ILT meetings to plan and implement the PLP on a weekly basis | ILT, Admin, NCS | Sep 5, 2016 to Jun 12, 2017 | Meetings each wednesday at 6:45 a.m. | Not started |

**ILT, Instruction**

| | | | | |
|---|---|---|---|---|
| 5 week teacher created assessments, quarterly exams, semester exams | *(Blank)* | Sep 5, 2016 to Jun 16, 2017 | dept leaders will review | Not started |

**Assessment**

## Strategy 2

**If we do...**

establish goals around parent communication, developing a communication plan to test on incoming freshman

**...then we see...**

An increased parent presence within our freshman class compared to other classes that display a stronger commitment to stay informed and knowledgeable about school routines and expectations, and more active parent partnership throughout freshman year and maintained  through senior year (2021).

**...which leads to...**

Increase FOT from 87% to 90%
Increase freshman attendance from 89.9% to 92%.
Increase parent portal sign ups from 29% to 50%.

Tags:
Attendance, Parental involvement, Parent partnerships, Parent portal, Freshman on-track

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
| --- | --- | --- | --- | --- |
| Include parent portal sign up and email collection during freshman orientation. | Freshman orientation team | Aug 22, 2016 to Aug 26, 2016 | When we meet over the summer about orientation scheduling we will ensure it happens. | Not started |

**Parent portal, Orientation**

| develop a campaign for parent portal sign-ups and email collection in the new enrollment process to kick off at freshman registration. | Clerks, Counselors | Jul 25, 2016 to Aug 5, 2016 | New enrollment packets and processes for parents to take home. | Not started |
| --- | --- | --- | --- | --- |

**Parent portal, Enrollment**

| Include more parent programming using the 21st Century Grant to increase parent presence at school (in turn, gives us a chance to speak to a parent that hasn't previously attended school events). | Whole staff | Jul 1, 2016 to Jun 30, 2017 | Development and implementation of new programs. | Not started |
| --- | --- | --- | --- | --- |
| develop a schedule for parents to track coursework every 5 weeks and provide input through personalized learner profiles | Counselors, PAC coordinator, clerks | Jul 18, 2016 to Jul 29, 2016 | Schedule is set up, the right people have access to systems that are essential (blackboard, gradebooks, etc.), student logger/verofy groups created to track parent involvement | Not started |

## Strategy 3

**If we do...**

adjust our scheduling approach so that 9th and 10th grade teachers have on-going planning time dedicated to grade level and departmental collaboration

**...then we see...**

better clarity on the PLC focus, more grade level autonomy to develop innovations around 9th - 12th grade on track, more opportunities for the PLCs to provide input back to the ILT to ensure differentiated follow up and support

**...which leads to...**

teacher ownership and execution of ILT strategies for classroom instruction and improvement, higher on track rates (at each grade level, and more ownership of PLC direction by ILT members that facilitate these within the group.

Tags:
ILT, On track, Grade level meetings, Plc, Master schedule, Differentiation

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
| --- | --- | --- | --- | --- |

| | | Jun 3, 2016 to Jun 22, 2016 | | |
|---|---|---|---|---|
| Scheduler gets 9th - 10th grade level time and other grade levels develop flex time priority calendar | Admin, counselors | | Master Schedule, flex time engagement rhythm reflects school-wide priorities based on the schools master calendar | Behind |

**Scheduling, Calendar, Data-driven calendar**

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Select a target instructional area<br>Tags: ILT, Instructiion, ILT, Instructiion | ILT, Staff | Jun 3, 2016 | Jun 3, 2016 | Completed |
| ✚ Develop an adult professional learning plan/cycle with ILT members for "Critical Thinking"<br>Tags: ILT, Instructiion, Academic learning, Instructional focus | ILT, Admin, Network for College Success Coach | Jul 11, 2016 | Aug 22, 2016 | Not started |
| ✚ Start PLP with department team, and grade level teams<br>Tags: ILT, Instructiion, ILT, Instructional focus | ILT, Admin, NCS, Grade level and departmental teams | Sep 6, 2016 | Jun 16, 2017 | Not started |
| ✚ Weekly ILT meetings to plan and implement the PLP on a weekly basis<br>Tags: ILT, Instructiion, ILT, Instruction | ILT, Admin, NCS | Sep 5, 2016 | Jun 12, 2017 | Not started |
| ✚ 5 week teacher created assessments, quarterly exams, semester exams<br>Tags: ILT, Instructiion, Assessment | | Sep 5, 2016 | Jun 16, 2017 | Not started |
| ✚ Include parent portal sign up and email collection during freshman orientation.<br>Tags: Attendance, Parental involvement, Parent partnerships, Parent portal, Freshman on-track, Parent portal, Orientation | Freshman orientation team | Aug 22, 2016 | Aug 26, 2016 | Not started |
| ✚ develop a campaign for parent portal sign-ups and email collection in the new enrollment process to kick off at freshman registration.<br>Tags: Attendance, Parental involvement, Parent partnerships, Parent portal, Freshman on-track, Parent portal, Enrollment | Clerks, Counselors | Jul 25, 2016 | Aug 5, 2016 | Not started |
| ✚ Include more parent programming using the 21st Century Grant to increase parent presence at school (in turn, gives us a chance to speak to a parent that hasn't previously attended school events).<br>Tags: Attendance, Parental involvement, Parent partnerships, Parent portal, Freshman on-track | Whole staff | Jul 1, 2016 | Jun 30, 2017 | Not started |
| ✚ develop a schedule for parents to track coursework every 5 weeks and provide input through personalized learner profiles<br>Tags: Attendance, Parental involvement, Parent partnerships, Parent portal, Freshman on-track | Counselors, PAC coordinator, clerks | Jul 18, 2016 | Jul 29, 2016 | Not started |
| ✚ Scheduler gets 9th - 10th grade level time and other grade levels develop flex time priority calendar<br>Tags: ILT, On track, Grade level meetings, Plc, Master schedule, Differentiation, Scheduling, Calendar, Data-driven calendar | Admin, counselors | Jun 3, 2016 | Jun 22, 2016 | Behind |

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

## NCLB Program

⦿ NCLB Schoolwide Program

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

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

⦾ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy                                                                                              Not complete

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

> LSC, PAC, Bilingual Advisory Committee and other decision -making groups; Ongoing collaborative communication, including meetings and surveys about school programs. School will provide quarterly reports to the LSC/PAC around school performance as pertaining to EPAS (reading, math, science, and English) and student meeting expected gains. Also, around school wide attendance, on-track rates, and misconducts. The school will also share school action plans based on these findings. We will provide power point PM slides that outlines the key performance indictators. We will also have an administrator present the material and discuss action plans with the LSC/PAC. The LSC/PAC will also have the opportunity to review and improve the CIWP while it is being created, and during the monitoring stages of the CIWP.

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

> The principal will lead the Title I, Part A, Annual Informational Meeting during freshmen and upperclassmen orientation so all parents are informed. PAC meetings are held each month on the same date the LSC sets for the monthly LSC meeting. Parents meet prior to the LSC meeting and are encouraged to stay. The Title 1 Principal annual meeting will be held on 9/16/16 at 8:15 a.m. The PAC organization will be held on 9/16/16 at 9 a.m.The school will provide new district information around NCLB and also budget information at that time as well. We will communicate through "ALL calls", letters, newsletter, fliers, etc. to the annual meeting and other parent meetings throughout the year.

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

Parent information is supplied at all grade-level orientations, parent meetings, and report card pick-up days. Parents are encouraged to visit our parent area in the school library where additional software and tutorials for usage are available for general information, parent portal, etc. Summer orientation of grade-level students offers parents the opportunity to gain information specific to the curriculum, academic assessment tools and the proficiency levels students are expected to met. This strategic report is on-going throughout the year as parents are able to receive updated information bi-annually grade pick up sessions, open houses, monthly LSC meeting and monthly PAC meetings. All course syllabi are distributed during the first week of school and require a parent signature. These syllabi outline the academic expectations and alignment to state standards. In regards to tutoring programs, parents are informed via letter for City Year tutoring, or ESL tutoring.

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

Parents are encouraged to be actively involved in their child's education by attending pre-scheduled meetings or by requesting individual meetings with teachers administrators or staff. All suggestions are taken to the Steering Committee for evaluation and possible implementation. Opportunities for parental feedback are offered by way of Parent Advisory Council (PAC), and Local School Council (LSC). Responses to suggestions and concern are quickly met by the School's Principal and School Leadership Team Members. Parent Advisory Council meetings occur monthly on the third Thursday of the month or whenever the PAC votes on their regular meeting times. During these meetings, parents have the opportunity to make suggestions regarding the education of their children.

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 performance is shared with parents/guardians at report-card pick up, at scheduled parent conferences, through parent mailings and through the use of the Parent Portal. We send home A.B.C. and Test Scores on quarterly basis. Parents receive their students behavior, attendance, grades (gpa), and EPAS assessments (BOY, MOY, EOY).

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.

Letters will be mailed to all students who are programmed with teachers who are considered "not highly qualified." The notification to parents of a teacher who is not "highly qualified" is a function of the Chicago Board of Education. Once the not "highly qualified" letters are received by Bogan High School, the school assigns a member of the support staff to sort and mail these letters to the homes of the appropriate students.

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

The Parent Center in the Sullivan library is always open to parents. Parents are supplied afforded computer access and are given instructions as well as tutoring to help them access student records and academic information related to their child(ren). Back to school summer orientation as well as fall Open Houses generally allows the Principal an excellent venue to share with parents the state's academic content standards, the state's student academic achievement standards; the state and local academic assessments including alternate assessments. Requirements for meeting Title I, Part A are fulfilled by introducing and in-servicing parents on the use and advantages of IMPACT'S Gradebook Parent Portal. Our Counseling Department provides individual instruction and workshop opportunities for parents and families and a daily and monthly basis. In addition, During orientation, parents attend a session concerning the high school curriculum and graduation requirements. During this session, we review the state assessments students take during high school, as well as the relevant course information. Additionally, course syllabi are distributed during the first week of school and require a parent signature. These syllabi outline the academic expectations and alignment to state standards in every course.

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

In addition to personal meetings with parents, the library Parent Center is always available and is an excellent source for parents to receive help and learn how to access their child's records and become more actively involved in the educational process. The PAC has hosted technology PD for parents each year, and our City Year team has hosted literacy nights with parents. Youth guidance has also offered parent university workshops on literacy, finiancial planning for college and career, etc.

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

Through Staff Development sessions, faculty and staff members will continue to be educated and /or refreshed on communication skills/methods necessary for fostering parental partnerships necessary in supporting our goal of educational success of all our students. All staff is required to utilize and maintain communication and collaboration logs for general students and special needs students respectively. Posting of syllabus, lesson plans, agendas and other information germain to student learning and achievement can be accessed through Sullivan's website as well as IMPACT's parent portal. Parents are always welcomed to attend the many informational sessions during the year to increase and enhance their awareness and involvement in building ties. Orientation, Open House, Grade Pick-up, FASFA Night, and Literacy Nights. Sullivan provides each teacher with a call log in order for teachers to document their conversations with parents. Sullivan also hosts Open House at the beginning of the school year where teachers are able to touch base with parents about the rules and expectations of their classrooms. Sullivan has a report card pick-up night each semester in order to provide teachers with valuable parent-teacher contact time.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to

further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

> *(Blank)*

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

> We communicate with parents through "ALL" calls, our marquee, mailings sent home with students and mailed directly home, email lists, fliers posted in the community, and through staff individually calling home as well.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> n/a

## Parent Compact                                                                        Complete

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

> The mission of Sullivan is to provide all students with a rigorous and individualized education program that builds on student strengths and interests while addressing their needs. Realization of this mission depends upon the school providing diferentiated instruction across the curricula fostered through initiatives that create a culture of rigorous engagement and meaningful challenges. The vision of Sullivan is to create a supportive learning community where students are known, invested in their education and are prepared to become life-long learners and responsible citizens. Our mission is to provide each student with the skills and values necessary to become successful and productive citizens in a global community. We will empower students to be on time, on task, and take ownership of their education, their life and their future. At Sullivan our departments use Understanding by Design to plan and implement standards based lesson plans and curriculum based on the college readiness standards

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.

> In addition to individual parent meetings, parent-teacher conferences will be scheduled two times per school year, one at the end of the first quarter and again at the end of the third quarter. We conduct an open-house within the first few weeks of the school year, and host parent report card pick ups after each quarterly report card to ensure parents ample opportunity to meet with teachers and staff. We also hold quarterly grade level celebrations and meetings that are open to parents and the community.

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

> In addition to grades generated and distrbuted at the end of each quarter, progress reports are generated and mailed to the parents and/or legal guardians at least 4 times a year (at the 5th, 15th, 25th, and 35th weeks). Parents are trained in the use of the Parent Portal and have access to all studet information on a daily basis. All teachers are required to maintain up-to date electronic grades (3 grade per week) and to post them on CPS "Gradebook". Parents may access their child's grade at anytime via Gradebook's parent portal. After the first five weeks of every marking period, a progress report is sent to every student"s home. This report indicates the grade the child is earning in the class after five weeks. At the end of the first and third quarter, parents can pick-up the report card at the school. At the end of each semester, report cards are mailed home. In addition to receiving official grade reports, teachers call the homes of students that are struggling academically and they document these calls in their call logs. Teachers are also required to complete "grade justifications" for each student that fails

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

> Parents are provided with the times of teacher preparation periods as well as availability of other school support staff such as the school nurse, case manager, counselors, social worker, and disciplinarian so that they may arrange for a consultation at their convenience.

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

> Volunteer packets are always available in the Main Office of the school. Parents are encouraged to volunteer based on their individual skills and/or talents. Parents may also arrange to audit their child's class by arranging a visit through the counselor or teache

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

Parents are able to assist the students by daily monitoring attendance, assignments, and exams through the Parent Portal. They are also encouraged to communicate with their child's teachers as often as possible in order to jointly work at helping the student succeed in school. Access to student grades and daily attendance can be found in gradebook's parent portal. Training for this process is on-going for individual families and open to the public for families during open house events and report card pick-up. Usernames and passwords can be obtained through our counseling department. Parents are encouraged to dialogue with teachers via parent portal. Parents can support their child's learning by monitoring their grades through IMPACT gradebook, assisting nightly with homework, monitoring their child's attendance and timely arrival to school, and providing social and emotional support

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 encouraged to stay in communication with teachers and counselors and are welcomed to visit to call the school as they see necessary. IEP and teacher/student conferences are open to all parents. As well as parent open houses, parent report card pick ups. Parents call also solicit a teacher or administrative conference by calling the school and making an appointment

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 are encouraged to succeed through tutoring options and computer access. At Orientation, students are reminded that their success can be assured through good study habits, good atttendance, positive attitude, and class preparation. Additional conversations take place at the classroom level, advisory level, with counselors, attendance office staff, Dean of students, and with lunchroom and custodial staff. Students are made aware of having good attendance, maintaining a positive attitude, and being prepared for class daily by our belief in the students' B.A.G. (behavior, attendance, and grades). We conduct student conferences in classes, outside of class at all times reviewing the students' ABC.

## Parent Budget                                                                                     Complete

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

Help parents become more involved at Sullivan in order to increase student achievement in a number of areas. One way we aim to do this is remove some language barriers we often see with parents. We intend to help them learn to speak English by taking a class, participating in internet tutorial options at the school and providing professional development through workshops and conferences.

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

| Account(s) | Description | Allocation |
|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day** <br> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ Amount .00 |
| 53405 | **Supplies** <br> 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. | $ Amount .00 |
| 53205 | **Refreshments** <br> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 1241 .00 |
| 54125 | **Consultants** <br> 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) | $ 1600 .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** <br> For Parents use only. | $ 500 .00 |
| 54205 | **Travel** <br> Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ 1414 .00 |
| 54565 | **Reimbursements** <br> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. | $ 307 .00 |

School must keep all receipts.

| 53510 | **Postage**<br>Must be used for parent involvement programs only. | $ | Amount | .00 |

| 53306 | **Software**<br>Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment**<br>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. | $ | Amount | .00 |