



Roger C Sullivan High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/21/2018	ALL Grade Level Teachers	CIWP Overview and Teacher Survey and team volunteers
04/04/2018	ILT Members	Review Teacher Survey and Narrowing priorities
04/17/2018	CIWP Team Meeting	Data Dive into priorities
04/19/2018	LSC Meeting	CIWP overview, timeline and feedback on priorities selected
04/24/2018	CIWP Team Meeting	Selecting and Drafting priorities
05/01/2018	CIWP Team Meeting	Writing Priorities
05/08/2018	CIWP Team Meeting	Finalizing Priorities
05/09/2018	Grade Level Team Teachers	Feedback and Reflection
05/16/2018	CIWP Team Meeting	Finalize
05/18/2018	LSC Meeting	Sign final documents

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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We have spent considerable time in our own internal school improvement process over the years analyzing the demographics of the Sullivan student body and the multitude of cultures that support it. We have cross referenced this with the programs and supports that are available for our students, strategically aligning all sub groups, and even individual students, with said resources for academic, SEL, and transitions success. This multi-year process has resulted in a shared vision of success for all Sullivan students, reflected in students graduating from Sullivan having mastered academic and SEL standards because they have been given the tools to think critically, set goals, and achieve a 3.0 GPA. This outcome is grounded in two theories of action, one determined via department planning time and the other stemming from grade level common planning time. In the former, faculty have determined that if we 1.) use data driven instruction cycles in all departments, and 2.) use data to inform our instruction in all departments, then 1.) curriculum, instructional tasks and assessments will be aligned to standards and 2.) we can place students in targeted instructional groups that will allow them to work towards mastery of content and/or skills that were taught, all in support of our vision of success. The latter theory of action states that 1.) if we create and implement personalized learning in 9th grade classes and continue each subsequent year with each grade level (10th, 11th, 12th grade), and 2.) Focus our professional development on strategies, resources, best practices, professional reading and do peer-to-peer observations for personalized learning, then 1.) teachers will be able to tailor their instruction to meet the needs of all students and in turn students will be able to take ownership of their learning because it is relevant, provides choice, and supports them as they work towards achieving their learning goals, and 2.) teachers will be ready to implement personalized learning in all classrooms based upon their content and individual teaching style.

Over the past two school years we have spent considerable time not just determining our vision of success, as expressed in the aforementioned theories of action, but we have created a system that distributes this vision throughout our school and community. The starting point is the ILT, which meets weekly and is comprised of teacher leaders that have a handle and skill set in the TIAs and SEL standards, but more importantly, have the leadership skills to promote the vision. From this group, our alternating bi-weekly Grade Level Teams and Department Teams are lead by different individual teacher leaders that make sure all Sullivan faculty and staff understand what current steps are necessary to support the vision. In other words, our distributed leadership model is not grounded in one person's authority, but taps into many individuals, empowering faculty to make or influence significant decisions.

ILT members, department chairs, grade level leads, and the administration leverage this distributed system to deliver PD around academic and SEL best practices, conduct peer to peer observations, facilitate learning walks, examine student work, review student data, and conduct culture walks, to name a few recurring practices, all stemming from Sullivan's focus on Leadership and Collective Responsibility.

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**

- Buffer staff from external distractions to the school's priorities and goals.
- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

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ILT meets weekly before school from 7 am to 8 to focus on continual school improvement, including: 1.) student learning, and 2.) teaching best practices (which informs the GLT and Department focus areas). Student data is discussed as it relates to teaching and learning. This is the core element which informs the ILT (and therefore the school), focus areas as it sharpens the saw in support of the Sullivan Vision. Student and teacher voices are heard and addressed, which leads to guiding the direction of further professional developments. The ILT is not simply a name and role at Sullivan, it is a cultural process. The ILT serves as the starting point for both our distributed leadership structure as well as our primary communication effort. Non-ILT teachers are invited to attend the meetings, although there is no expectation from these individuals to attend. We have experienced benefits from non-core ILT member contributions, helping to inform our teaching and learning actions and strengthen the communication channels at Sullivan.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

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

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Our professional learning community (PLC) represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. In a nutshell, the Professional Learning model at Sullivan is a direct reflection of the ideals expressed in Carol Dweck's seminal text "Mindset". We strive for Sullivan staff to take on the same perspective that we want Sullivan students to take on; consistent improvement regardless of years teaching or REACH evidence. Our faculty is convinced that there is no finish line in professional development, therefore our professional learning model will always be a consideration in our school improvement process, regardless of our high self assessment in this category.

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. Our teams are now starting to broaden this process to include common unit planning. Teachers implement the planned lesson, or unit, 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.

Our teachers have also benefited from shadowing each other to increase their instructional effectiveness, not stopping with what the curriculum looks like, but reflection on how it should be carried out. Our PLC focus on curriculum and instruction is grounded in our TIAs, data-driven instruction and personalized learning. With our relatively large percentage of faculty that are within their first two years of teaching, or are new to Sullivan, we have found it beneficial to pair up each new teacher with a veteran Sullivan teacher to mentor, which now includes instructional coaching. Our new teachers have found this beneficial in adopting instructional best practices. Our more seasoned teachers, those who are recent transplants, have found this beneficial in adapting to the Sullivan culture in order to improve chances of meeting Sullivan's vision for all students.

Guide for Professional Learning

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

- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

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

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Sullivan has welcomed and aligned with a plethora of partners in pursuit of its vision. This has been a slow building process over the last three years, but it is finally at a point in which all partners are not only aware of Sullivan's vision, but also in complete alignment with it. Sullivan does not simply embrace external partners for the sake of additional resources, but leverages them to meet its goals.

Our students receive ongoing SEL support from Umoja which has now embedded its focus into all course curricula, creating complete alignment with CPS SEL standards. Additionally, Umoja begins each school year supporting common lessons across the content areas, all driven by a desire to pre-set our students with behaviors and attitudes that will allow for the greatest amount of academic growth over the course of the school year. A college counselor, also with the support of Umoja, tracks our graduates as they continue on in their first year post high school. Our partnership with Mikva equips students with leadership skills and assists 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 finds 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 class and assists in their discovery of self and developing skills to transition successfully from elementary school to high school. We have a designated individual, also from Umoja, that focuses on restorative practices, not least of which getting the most out of our peace room resource.

Sullivan has continued to 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. BAM, CTE, and Parent University are a few other resources that are engaged in a partnership fashion in order to enhance Sullivan's actualization of its mission.

Additional evidence of resource alignment in pursuit of Sullivan's mission includes the following:

- Test schedule created with students in mind (different testing schedule than regular bell schedule)
- Faculty vote on bell schedule and provide suggestions on class offerings and class placement throughout the school day
- ESL and CTE cohorts takes precedence in scheduling
- Supplemental funds used to make Sullivan a one-to-one device environment, including a tech support person hired to shepherd the initiative
- hiring team in the process of being formed to formalize a hiring process that aligns to Sullivan's culture and vision
- teachers placed in grade level teams based on strengths and synergies
- effectively use all external partners in pursuit of Sullivan's vision: SAGA, CityYear, BAM, Loyola, reading specialist in the ELL dept, CTE support, Alternatives, ESL social workers, all-school social worker (Mr. Torres)
- Sullivan has increased in its returning teachers rate (85%), strengthening the effective use of its greatest resource

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most	
✓ Instructional Supports	
✓ Strategic Source Vendor List	
✓ CPS Instructional Time Guidelines: Elementary School Overview	
✓ CPS Instructional Time Guidelines: High School Overview	
✓ CPS Instructional Block Guidance: K-2 Literacy	
✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

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The 4 core content departments at Sullivan have developed a DDI based pacing plan/curriculum guide that is vertically aligned and personalized to student needs. Staff have had release days as well as department meeting time to create this curriculum, analyze the effectiveness of the curriculum and modify the plans. All teachers have created UBD lesson plans that are based on cultural connections, student skill and interest, and "big ideas". Social Emotional standards are directly taught through the Umoja curriculum, and are spiraled into most classes' curriculum. As the school takes a shift into Personalized learning and Project based learning all students are able to access materials that are targeted for their growth. Through the CTW Program and Arts Department students are able to access experiential learning and make connections to outside partnerships.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- **Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.**
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

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

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We found that teachers need additional training in use of technology as a teaching and curriculum tool to integrate into curriculum and units. Although technology is widely available to students it is often inaccessible because not all students have Chromebooks or are trained in appropriate use of Chromebooks. The diverse needs of students are too great for the breadth of skill of the teacher and the diversity of the tools in which we have to support the students. We feel that there need to be school-wide standards around technology that will be used across departments and continuous training to implement the use of technology , for instance Google Classroom.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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

We felt that the belief that all students can learn is communicated to students, but high learning expectations is not happening across the school. Literacy is used across disciplines. Students have a variety of materials to read leveled appropriately in a multitude of spaces around school. In math, tasks also reflect key shifts as the integrated math program is creatively meeting students where they are at to work on their appropriate skills. There are also multiple spaces (9th grade, arts, humanities) that provide opportunities for authentic work for real audiences (mostly project based learning).

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQIP)
✓	Slide Protocol – Looking at Student Work

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

There are many spaces where progress monitoring in terms of transitions and college access and persistence is being worked on, however, due to the nature of our extremely transient population, this has become a major challenge for the school. There could certainly be more summer opportunities and internship promotion, however YJC and CTE along with PBL is all promoting good work in that direction. Our student awareness is at a good level and readiness is also at a good level as the amount of exposure to colleges, transcript analysis, career assessment is solid. In terms of success, we feel that we are providing assistance to prepare (especially with senior seminar) but the students' persistence is low due to needs that are sometimes out of our control after they leave Sullivan.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Nipponica Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (ICSB, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 3 4

Teachers are typically planning with a range of approaches, but infrequently anticipate misconceptions. Teachers use relevant, appropriate language for student need and understanding. Objectives are transparent to students. Questioning and discussion technique has been shown to be an area of needed improvement in REACH scores and as such, this is an area where more directed development can occur. Students are mostly engaged in learning, but a great diversity of need has provided a barrier and made it difficult to target supports for individuals. We are developing the possibility for multiple pathways for assessment, however this is an endeavor and not being implemented well in many spaces. Teachers are adjusting instruction but need more training and ideas around how to gather data efficiently and utilize them effectively to create interventions and supports.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)✓ Informational observations, peer observations, learning walks✓ Lesson studies
Measures	<ul style="list-style-type: none">✓ SGPRP Attainment and Growth✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionEffective LeadersSupportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">3a. Communicating with Students3b. Using Questioning and Discussion Techniques3c. Engaging Students in Learning3d. Using Assessment in Instruction3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none">B1. Implements Curricular Scope and Sequence and Reviews Instructional PracticesB2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

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

Teachers are looking at multiple metrics in GLT (on-track attendance, behavior, curriculum, etc). Humanities department does levelled tests and math had a basic assessment in order to differentiate. However, although data has been gathered, progress monitoring suffers due to lack of time, resources, personnel, or a combination of these factors. Assessments are made accessible to students in few spaces, but training is in place to increase accessibility. Both math and humanities department are using standards-based and at students' independent and grade levels to assess them and push development in positive ways (also, ELL department is meeting regularly to embed WIDA standards into all planning and implementation). We don't have protocols for common assessments, but in some departments, this is happening (science at some levels). We do not have a grading system that accurately or consistently communicates learning progress, however, students get multiple opportunities in order to achieve mastery.

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 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.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRF Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

We are attempting to create mastery-based learning pathways, but this is not happening in many spaces. The language around the school in terms of SEL supports is not consistent enough and SO many students are in tier 2 and tier 3, that we are struggling to create personalized interventions. On-track/off-track discussions are happening at least monthly in GLT spaces and interventions are discussed, however, it is very difficult to maintain these supports as the personnel and resources of the school aren't enough.

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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.

Our students are starting to internalize the faculty's ideals on how Sullivan students should react to their learning experience. Most noticeably, our freshmen class is showing a positive reaction to the personalized learning construct. We have seen an increase in this classes self-advocacy, interest, and enthusiasm towards growing academically now that their experience is differentiated to support their individual needs and interests. We look forward to learning from this pilot class, both to improve upon their academic outcomes next year, but to scale their positive experience to the other classes.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.

- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRTP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/set) ✓ ASCA Mindsets & Behaviors 	

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. 75E 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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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.

1 **2** 3 4

Sullivan offers a number of extra curricular activities, and we are proud to say they are no longer all athletic in nature. As our arts programming has increased during the school day, so have those offerings increased outside of school hours. In our internal tracking of student activity participation, we are finding that a greater percentage of students are involved extracurricularly. This being said, Sullivan High School needs to include student in the decision making process more for all kinds of non-academic programming, before and after school. Sullivan is currently planning how to incorporate a legitimate student council. Our student body is interested in this construct and key members of it are helping us to lay the groundwork for it.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • ILLINOIS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS Standards

Safety & Order:

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

Score

1 2 **3** 4

This evidence is being gathered.

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

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, many 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 order to implement restorative practices. The peace room serves as the hub for restorative justice, where student and staff come for reparation and healing.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment
CPS Framework for Teaching	Curriculum & Instruction, Family & Community Engagement
CPS Performance Standards for School Leaders	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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

We still find that parent partnerships are lacking at Sullivan. We are hopeful that our increased ESL support and our Parent University will help to make our parents feel more welcomed and inclined to participate in their children's education. Efforts have increased this year to draw parents to critical events such as report card pick up, open house, and cultural events. We have extended more effort than usual in getting parents to sign up on parent portal and our common planning time (ILT and GLT have been used to brainstorm ways to increase parent involvement) has also allocated time to this cause. Our new attendance dean is creating a PLC in order to increase this focus at Sullivan and bring continuity to its efforts and progress.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)

12 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
During years 2013-2016 we were well-organized, last year we fell to organized, we have done some deliberate work on our school organization chart and aligning our goals to our teams, we hope to be "Well Organized" again for the next 2 years	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
We have started the personalized learning work in our freshmen classes, and we are keeping this work going and moving the PD to 10th grade team next year, but the 9th grade level team will remain intact and refine practices to increase our growth scores over the next two years	(Blank)	64.00	70.00	77.00	90.00
PSAT 10 Annual Growth Measure					
The rising 10th graders are one of our strongest students and have had the data driven instructional cycles during their freshmen year, and will also get PD for the 10th grade teacher around personalized learning	(Blank)	46.00	60.00	70.00	80.00
SAT Annual Growth Measure					
As we move the DDI work to all grade level teams, and departments, and move into MTSS work we will growth the juniors growth score over time	(Blank)	41.00	50.00	55.00	70.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Read above...	(Blank)	(Blank)	50.00	55.00	70.00
African-American School Growth Percentile SAT11					
We have never received data for our sub set groups	(Blank)	(Blank)	(Blank)	(Blank)	50.00
Hispanic School Growth Percentile SAT11					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	50.00
English Learner School Growth Percentile SAT11					
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)	50.00
Diverse Learner School Growth Percentile SAT11					
We are focusing in on SMART goals in IEP's and also moving to a more LRE classroom and using our teacher providers to drive our student achievement as advocates for DL students	(Blank)	(Blank)	(Blank)	70.00	80.00
Percent Meeting College Readiness Benchmarks					
As we move the growth scores and have more thorough MTSS at the school level, we can then move more students to benchmark	(Blank)	20.00	25.00	30.35	40.00
Early College and Career Credentials Rate					

We are really close here and just need to progress monitor our ECCC data on continuous cycle	35.00	33.00	40.00	40.00	40.00
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Freshmen On-Track Rate

This has been a celebration for us over the last few years, we ended first semester at 96%.	87.00	90.00	92.00	90.25	95.00
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4-Year Cohort Graduation Rate

As our FOT rises and our SOT rises (89 percent at semester), we should see rise in graduation rates	63.00	58.00	65.00	70.00	75.00
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1-Year Dropout Rate

We have to do a better job of coding our transfers	5.00	9.00	7.00	6.90	4.10
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College Enrollment Rate

WE think we get a spike here if the district starts counting our "undocumented students" since we haven't gotten credit for these students	51.00	58.00	65.00	70.00	75.00
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College Persistence Rate

(Blank)	63.00	56.00	60.00	65.00	70.00
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Average Daily Attendance Rate

This is a primary focus for next year, we are going to have a new attendance dean and following MTSS	87.00	87.00	87.00	88.70	90.00
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

If we create MTSS coordinator positions (one focused on curriculum and instruction and the other focused on social and emotional learning) that allow for time to mentor, observe, monitor and lead teachers in this effort

...then we see...

Shared leadership structures that facilitate strategic planning processes that target ALL students

...which leads to...

An improvement on the 5 Essentials Survey from organized to well organized, a 5% increase on the PSAT/SAT cumulative score (per 9th, 10th, and 11th grades), and students mastering academic content to achieve an average GPA of 3.0 for all Sullivan students.

Tags:

Leadership and collective responsibility

Area(s) of focus:

1

Action step

-Create job description
-Discuss feasibility
-Recruit possible options

Responsible

Adams, Fatima, and Aviles

Timeframe

Apr 25, 2018 to May 31, 2018

Status

On-Track

MTSS, Mtss coordinator

<ul style="list-style-type: none"> -2 ILT members per grade level will be identified as coaches -Coaches will have an extra free period -Coaches will receive group training around the role and vision 	Admin and MTSS coordinators	May 31, 2018 to Aug 27, 2018	On-Track
Instructional coaching			
<ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and MTSS coordinators	Aug 27, 2018 to Oct 15, 2018	Not started
Professional Learning			
<p>Continue:</p> <ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and the MTSS coordinators	Oct 29, 2018 to Dec 10, 2018	Not started
Professional Learning			
<p>Continue:</p> <ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and the MTSS coordinators	Jan 7, 2019 to Mar 20, 2019	Not started
Professional Learning, Professional learning plan			
<ul style="list-style-type: none"> -Review and create new goals, for SY 2020 -Identify possible shifts in coaches 	Admin and the ILT	Mar 20, 2019 to Jun 3, 2019	Not started
MTSS, Professional learning plan, Instructional coaching			
<ul style="list-style-type: none"> -2 faculty members per grade level will be identified as coaches -Coaches will have an extra free period -Coaches will receive group training around the role and vision 	Admin and the ILT	Jun 10, 2019 to Aug 19, 2019	Not started
MTSS, Instructional Coaching, SEL			
<ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and MTSS coordinators	Aug 26, 2019 to Oct 21, 2019	Not started
MTSS, Professional Learning, SEL			
<p>Continue:</p> <ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and MTSS coordinators	Oct 28, 2019 to Dec 16, 2019	On-Track
MTSS, Instructional Coaching, SEL			
<p>Continue:</p> <ul style="list-style-type: none"> -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support 	Admin and MTSS coordinators	Jan 6, 2020 to Mar 16, 2020	Behind
MTSS, Instructional Coaching, SEL			

- Review and create new MTSS goals
- decide if MTSS should be a school improvement priority for the next CIWP cycle
- Identify possible shifts in coaches

Admin and ILT

Mar 23, 2020 to
Jun 8, 2020

On-Track

MTSS, Instructional Coaching, SEL

Strategy 2

If we do...

Create a clear vision that encompasses the core beliefs, values, and goals of the school, which is the heart of everything we do (meet about, plan initiatives for, embody as individuals)

...then we see...

Increased buy-in from students and staff for initiatives and a greater commitment to student academic growth

...which leads to...

A 5% increase in cumulative PSAT/SAT scores school-wide, On Track data consistently above 90%, and the 5 essential surveys outcome improving from organized to well organized.

Tags:

Leadership and collective responsibility

Area(s) of focus:

1

Action step

Refine vision and mission statements in ILT

Responsible

Admin
ILT

Timeframe

Apr 26, 2018 to
May 11, 2018

Status

On-Track

Vision

Communicate new vision and mission statements to GLT and refine further if necessary

Admin
ILT

May 11, 2018 to
Jun 1, 2018

Completed

Vision, Collaboration

Admin and ILT align vision with all initiatives and Professional Development plans

Admin
ILT
MTSS coordinators

Jun 1, 2018 to
Aug 20, 2018

Not started

Professional development, School vision

Community building activities in support of new vision and mission at all-staff school improvement day before first day of school

Admin
ILT
MTSS coordinators
Department chairs

Jun 10, 2018 to
Aug 31, 2018

Not started

School vision

All staff sign our mission and vision statements and have a community based commitment activity built around it

Staff

Aug 29, 2018 to
Aug 31, 2018

Not started

School vision

In all meetings and common planning time leaders will align tasks that directly align to the new vision and goals

Admin

Sep 4, 2018 to
Oct 31, 2018

Not started

Student growth, School vision

Staff feedback will be collected and reviewed to help assess alignment between new vision and Sullivan initiatives

Admin

Nov 5, 2018 to
Nov 19, 2018

Not started

Student growth, School vision

All staff PD will include recommitment to the vision, as well as celebrations and concentrations around the goals!	Admin MTSS coordinators Department chairs ILT	Nov 5, 2018 to Nov 23, 2018	Not started
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Teacher reflection, School vision

All staff PD will include focus around recommitment to the vision, and celebrations around the goals!	Admin ILT MTSS coordinators ILT	Jan 14, 2019 to Jan 18, 2019	Not started
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School vision

Admin and ILT reflect on the commitment to the vision, identifying success and lessons learned	Admin ILT	May 6, 2019 to May 20, 2019	Not started
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School vision

Staff feedback will be collected and reviewed	Admin Staff	May 6, 2019 to May 20, 2019	Not started
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School vision

Admin and ILT align vision with all new initiatives and Professional Development plans for SY 2020.	Admin ILT	May 27, 2019 to Aug 26, 2019	Not started
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Professional development, School vision

Back to school PD includes time to review vision and goals to see if updates are needed	Admin ILT	Aug 26, 2019 to Aug 30, 2019	Not started
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Strategy 3

If we do...

Define and implement MTSS with a focus on Tier 1 (esp. curriculum) and then Tier 2 (eps. differentiated instruction)

...then we see...

Consistent Tier 1 instruction and Tier 2 differentiation to increase growth for all tiers of students

...which leads to...

a 5% decrease in percentage of students in Tiers 2 and 3 and a 5% increase in student growth on PSAT/SAT

Tags:

MTSS, Instruction, Mtss tiers 1 and 2, Curriculum

Area(s) of focus:

2

Action step

Select an MTSS Instruction team and coordinator

Responsible

Admin

Timeframe

Apr 25, 2018 to
Jun 8, 2018

Status

On-Track

MTSS, Mtss coordinator

Choose a professional development provider	Admin ILT	Apr 25, 2018 to Jun 8, 2018	On-Track
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MTSS, Professional development

Create a professional learning plan for SY 2018-2019 for MTSS/differentiation	Admin MTSS team	Jun 11, 2018 to Aug 1, 2018	Not started
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MTSS, Professional learning plan

MTSS professional learning disseminated with department team review process	Admin MTSS Team Professional Development Provider	Sep 4, 2018 to Nov 5, 2018	Not started
MTSS, Reflection			
Differentiation professional learning with department team review process	MTSS Team Professional Development Provider	Sep 4, 2018 to Nov 5, 2018	Not started
MTSS, Professional development			
MTSS coaching cycle 1	MTSS Team Professional Development Provider	Sep 4, 2018 to Nov 5, 2018	Not started
Instructional Coaching			
Departments begin/continue scope and sequence creation	MTSS team/professional development provider	Jun 14, 2019 to Jun 14, 2019	Not started
Scope and sequence, Curriculum mapping			
MTSS professional learning	MTSS team/professional development provider	Nov 5, 2018 to Jan 18, 2019	Not started
MTSS, Professional Learning			
MTSS coaching cycle 2	MTSS team/professional development provider	Nov 12, 2018 to Jan 14, 2019	Not started
Instructional Coaching			
MTSS professional learning	MTSS team/professional development provider	Jan 21, 2019 to Apr 8, 2019	Not started
Professional Learning			
MTSS coaching cycle 3	MTSS team/professional development provider	Jan 21, 2019 to Apr 8, 2019	Not started
Instructional Coaching			

All departments will have a scope and sequence for SY 2019-2020

Most teachers will maximize tier 1 instructional best practices and half of teachers will differentiate effectively for tier 2 benefits

MTSS Team
ILT

Apr 8, 2019 to
Jun 14, 2019

Not started

Curriculum Design, Scope and sequence

Strategy 4

If we do...

an exhaustive communication and intervention gap analysis (what we have done in the recent past vs. what we can do in the future) around all potential influences on student attendance

...then we see...

a new attendance communication and intervention plan that can be analyzed for effectiveness at the conclusion of Q1, Q2, and Q3 by way of data analysis that informs continuous change to the plan

...which leads to...

confidence in the factors that drive student attendance at Sullivan, leading to positive impact and the following outcomes: attendance increase to 89% for SY 2019, attendance increase to 90% for SY 2020, PSAT/SAT growth increase of 10% and attainment increase of 5% for SY 2020

Tags:
MTSS, Attendance

Area(s) of focus:
2

Action step

Responsible

Timeframe

Status

Create an attendance team

Ana
Admin

Apr 25, 2018 to
May 2, 2018

On-Track

Attendance plan

Attendance team meet with network (and central office contact?) to begin planning interventions and intervention review process for remainder of school year

Attendance team,
Ana, Admin, Network
2

Apr 25, 2018 to
May 7, 2018

Not started

Attendance plan

Hold 2 to 3 attendance team meetings

Attendance team,
Ana, Admin,
Network/Central
Office support

May 7, 2018 to
Jun 14, 2018

Not started

Data analysis, Attendance plan

Complete partner spreadsheet (who is servicing our students)

Ana, Admin

Apr 2, 2018 to
Jun 14, 2018

On-Track

Obtain attendance best practices from other high schools (Mather, Amundsen, Senn)

Ana

Jun 18, 2018 to
Aug 1, 2018

Not started

Attendance plan

Understand current attendance operations, plan SY 2019 attendance operations

Ana

Jun 18, 2018 to
Aug 20, 2018

Not started

Attendance plan, Operations

Commit to SY 2019 attendance interventions

Admin, Ana

Jun 14, 2018 to
Aug 20, 2018

Not started

Attendance interventions

Map SY 2019 attendance interventions to SY 2019 resources (including new clerk)	Admin, Ana	Jun 14, 2018 to Aug 20, 2018	Not started
Resource alignment, Organizational chart			
Obtain comprehensive list of all job expectations for Ana (attendance role, CTE, etc.)	Admin, Ana	Jun 14, 2018 to Aug 20, 2018	Not started
Devise comprehensive communication plan for attendance (internal: staff & external: students and parents)	Ana, Admin	Jun 14, 2018 to Aug 20, 2018	On-Track
Attendance plan, Communications			
Plan back to school attendance drive	Ana, Admin	Jun 14, 2018 to Aug 20, 2018	On-Track
Attendance plan			
Plan back to school attendance PD	Ana, Admin	Jun 14, 2018 to Aug 20, 2018	On-Track
Professional development, Attendance plan			
Conduct back to school attendance PD for staff	Ana, Attendance Team, Admin	Aug 27, 2018 to Aug 31, 2018	On-Track
Professional development			
Conduct back to school attendance drive	Ana, Attendance Team, Admin	Sep 3, 2018 to Sep 28, 2018	On-Track
Attendance drive			
Disseminate 5 and 10 day letters	Ana	Sep 7, 2018 to Sep 17, 2018	On-Track
Roll out at least one student attendance incentive	Ana, Attendance Team, Admin	Nov 12, 2018 to Jan 7, 2019	On-Track
Attendance incentives			
Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)	Ana, Attendance Team, Admin	Sep 17, 2018 to Nov 12, 2018	On-Track
Data review			
introduce mentoring program (intervention)	Ana, Attendance Team, Admin	Nov 19, 2018 to Jan 7, 2019	On-Track
Mentoring			
Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)	Ana, Attendance Team, Admin	Nov 12, 2018 to Jan 7, 2019	On-Track
Roll out at least one new student attendance incentive	Ana, Attendance Team, Admin	Nov 5, 2018 to Jan 18, 2019	On-Track

Attendance incentives

Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)	Ana, Attendance Team, Admin	Jan 21, 2019 to Apr 8, 2019	On-Track
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Attendance plan

Refocus attendance incentives	Ana, Attendance Team, Admin	Jan 21, 2019 to Apr 8, 2019	On-Track
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Attendance incentives

Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)	Ana, Attendance Team, Admin	Apr 15, 2019 to Jun 14, 2019	On-Track
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Roll out end of year attendance incentive	Ana, Attendance Team, Admin	Apr 1, 2019 to Jun 14, 2019	On-Track
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Conduct data deep dive inquiry: what worked and what didn't work?	Ana, Admin, Network and/or Central Office supports	Jun 17, 2019 to Jun 28, 2019	Behind
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Data analysis

Strategy 5

If we do...

Increase school-wide trust at all levels and design rigorous, culturally relevant, grade-level aligned work that involves student agency and PL

...then we see...

ALL STUDENTS performing rigorous tasks, recognizing their own achievement, being resilient, self-assessing, taking responsibility for their own learning, and utilizing a growth mindset

ALL TEACHERS implementing MTSS and PL in their daily practice and utilizing a growth mindset

...which leads to...

Increased attendance to >90%

Increased FOT to >90%

PSAT/SAT benchmark attainment growth to 30%

5 Essentials improves to well organized

Tags:

Culture for learning

Area(s) of focus:

3

Action step

revamp mission and vision statements	Admin ILT Students	Apr 23, 2018 to Aug 17, 2018	Completed
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Mission and vision statement

Develop a GLT work plan for implementing MTSS and PL	Admin ILT	Apr 23, 2018 to Aug 17, 2018	Not started
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Mtss plan

faculty mission and vision pledge to enhance buy in for the school year	staff	Aug 27, 2018 to Aug 31, 2018	Not started
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Mission and vision statement

Develop transparent grading practices that are easily understood by teachers, students, and parents	Admin GLTs	Aug 27, 2018 to Sep 14, 2018	Not started
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Grade system

Create templates for universal rubrics	Admin ILT GLTs/Depts.	Nov 5, 2018 to Jun 14, 2019	Not started
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Rubrics

Create templates for rigor matrixes	ILT GLTs/Depts	Jan 21, 2019 to Jun 14, 2019	Not started
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Create strategies for culturally relevant tasks	GLT Departments	Apr 15, 2019 to Jun 14, 2019	Not started
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Performance tasks, Teaching strategie

review and assess all constructs produced in SY 2019 in support of MTSS and PL (rubrics, rigor matrixes, grading system, etc.)	Faculty teams	Jun 24, 2019 to Aug 30, 2019	Not started
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Action Plan

Strategy 1

ON-TRACK -Create job description -Discuss feasibility -Recruit possible options"
Apr 25, 2018 to May 31, 2018 - Adams, Fatima, and Aviles

Status history



ON-TRACK May 01, 2018
Evidence
MTSS coordinator job description

ON-TRACK -2 ILT members per grade level will be identified as coaches -Coaches will have an extra free period -Coaches will receive group training around the role and vision"
May 31, 2018 to Aug 27, 2018 - Admin and MTSS coordinators

Status history



ON-TRACK May 01, 2018
Evidence
2 MTSS coordinators selected
9th: Aviles and Henderson
10th: Muhammad and Heller
11th: Simmonds and Norman

12th: Madrid

NOT STARTED

-Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"

Aug 27, 2018 to Oct 15, 2018 - Admin and MTSS coordinators

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

MTSS adult professional learning plans per grade level

NOT STARTED

Continue: -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"

Oct 29, 2018 to Dec 10, 2018 - Admin and the MTSS coordinators

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

NOT STARTED

Continue: -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"

Jan 07, 2019 to Mar 20, 2019 - Admin and the MTSS coordinators

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

data driven mentoring sessions

NOT STARTED

-Review and create new goals, for SY 2020 -Identify possible shifts in coaches"

Mar 20, 2019 to Jun 03, 2019 - Admin and the ILT

Status history



May 1

NOT STARTED

May 01, 2018

Evidence

MTSS goals for SY 2020 An improvement on the 5 Essentials Survey from organized to well organized, a 5% increase on the PSAT/SAT cumulative score (per 9th, 10th, and 11th grades), and students mastering academic data to achieve an average GPA of 3.0 for all Sullivan students.

NOT STARTED

-2 faculty members per grade level will be identified as coaches -Coaches will have an extra free period -Coaches will receive group training around the role and vision"

Jun 10, 2019 to Aug 19, 2019 - Admin and the ILT

Status history



NOT STARTED May 01, 2018
Evidence
New MTSS coaches chosen for SY 2020

NOT STARTED
-Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"
Aug 26, 2019 to Oct 21, 2019 - Admin and MTSS coordinators

Status history



NOT STARTED May 01, 2018
Evidence
Adult professional learning plans per grade

ON-TRACK
Continue: -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"
Oct 28, 2019 to Dec 16, 2019 - Admin and MTSS coordinators

Status history



ON-TRACK May 01, 2018
Evidence

BEHIND
Continue: -Leaders of each grade level will work to develop an adult professional learning plan/cycle that includes PDs, observations, mentoring -Work with department chairs to align Professional Learning and support -Admin will also take part in observations and support"
Jan 06, 2020 to Mar 16, 2020 - Admin and MTSS coordinators

Status history



BEHIND May 01, 2018
Problem
Root Cause
Next steps

ON-TRACK
-Review and create new MTSS goals - decide if MTSS should be a school improvement priority for the next CIWP cycle -Identify possible shifts in coaches"
Mar 23, 2020 to Jun 08, 2020 - Admin and ILT

Status history



ON-TRACK May 01, 2018
Evidence
The 5 essential surveys will maintain its well organized status Student scores on the PSAT/SAT will grow 5% per grade level by the end of the CIWP cycle (SY 2020) Students will continue to demonstrate mastery of academic content to such a degree that Sullivan students will have a 3.0 GPA on average

Strategy 2

ON-TRACK

Refine vision and mission statements in ILT"

Apr 26, 2018 to May 11, 2018 - Admin ILT

Status history



ON-TRACK

May 01, 2018

Evidence

draft copy of new Sullivan vision and mission statements

COMPLETED

Communicate new vision and mission statements to GLT and refine further if necessary"

May 11, 2018 to Jun 01, 2018 - Admin ILT

Status history



COMPLETED

May 01, 2018

Evidence

updated versions of Sullivan vision and mission statements

Shared in initial school PD and GLTs. Messaged to all students during the 1st week of school.

NOT STARTED

Admin and ILT align vision with all initiatives and Professional Development plans"

Jun 01, 2018 to Aug 20, 2018 - Admin ILT MTSS coordinators

Status history



NOT STARTED

May 01, 2018

Evidence

new vision/mission and existing Sullivan initiatives cross walk document

NOT STARTED

Community building activities in support of new vision and mission at all-staff school improvement day before first day of school"

Jun 10, 2018 to Aug 31, 2018 - Admin ILT MTSS coordinators Department chairs

Status history



NOT STARTED

May 01, 2018

Evidence

NOT STARTED

All staff sign our mission and vision statements and have a community based commitment activity built around it"

Aug 29, 2018 to Aug 31, 2018 - Staff

Status history



NOT STARTED

May 01, 2018

Evidence

complete staff awareness of the new Sullivan vision/mission and goals the new vision is institutionalized for SY 2019

NOT STARTED

In all meetings and common planning time leaders will align tasks that directly align to the new vision and goals"

Sep 04, 2018 to Oct 31, 2018 - Admin

Status history



NOT STARTED

May 01, 2018

Evidence

Sullivan vision embedded in meeting documents and read aloud prior to all shared meeting time Mission posters placed in meeting areas a protocol that indicates if alignment between vision and initiatives exists

NOT STARTED

Staff feedback will be collected and reviewed to help assess alignment between new vision and Sullivan initiatives"

Nov 05, 2018 to Nov 19, 2018 - Admin

Status history



NOT STARTED

May 01, 2018

Evidence

survey data

NOT STARTED

All staff PD will include recommitment to the vision, as well as celebrations and concentrations around the goals!"

Nov 05, 2018 to Nov 23, 2018 - Admin MTSS coordinators Department chairs ILT

Status history



NOT STARTED

May 01, 2018

Evidence

celebrations and successes documented concentrations and gaps documented

NOT STARTED

All staff PD will include focus around recommitment to the vision, and celebrations around the goals!"

Jan 14, 2019 to Jan 18, 2019 - Admin ILT MTSS coordinators ILT

Status history



NOT STARTED

May 01, 2018

Evidence

celebrations and successes documented concentrations and gaps documented

NOT STARTED

Admin and ILT reflect on the commitment to the vision, identifying success and lessons learned"

May 06, 2019 to May 20, 2019 - Admin ILT

Status history



NOT STARTED

May 01, 2018

Evidence

celebrations and successes documented concentrations and gaps documented

NOT STARTED

Staff feedback will be collected and reviewed"

May 06, 2019 to May 20, 2019 - Admin Staff

Status history



NOT STARTED

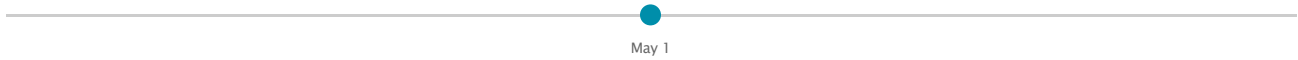
May 01, 2018
Evidence
survey data

NOT STARTED

Admin and ILT align vision with all new initiatives and Professional Development plans for SY 2020."

May 27, 2019 to Aug 26, 2019 - Admin ILT

Status history



NOT STARTED

May 01, 2018

Evidence

The 5 essential survey outcomes will improve from organized to well organized due to staff trust gained in SY 2019 due to focus on new vision and initiatives alignment

NOT STARTED

Back to school PD includes time to review vision and goals to see if updates are needed"

Aug 26, 2019 to Aug 30, 2019 - Admin ILT

Status history



NOT STARTED

May 01, 2018
Evidence

New vision created or acceptance of SY 2019 vision for SY 2020

Strategy 3

ON-TRACK

Select an MTSS Instruction team and coordinator"

Apr 25, 2018 to Jun 08, 2018 - Admin

Status history



ON-TRACK

May 01, 2018
Evidence

MTSS coordinator for SY 2019 introduced to faculty

ON-TRACK

Choose a professional development provider"

Apr 25, 2018 to Jun 08, 2018 - Admin ILT

Status history



ON-TRACK

May 01, 2018
Evidence

MTSS PD provider/strategy for SY 2019 announced

NOT STARTED

Create a professional learning plan for SY 2018-2019 for MTSS/differentiation"

Jun 11, 2018 to Aug 01, 2018 - Admin MTSS team

Status history



NOT STARTED

May 01, 2018

Evidence

Professional learning plan finalized

NOT STARTED

MTSS professional learning disseminated with department team review process"

Sep 04, 2018 to Nov 05, 2018 - Admin MTSS Team Professional Development Provider

Status history



NOT STARTED

May 01, 2018

Evidence

updates to MTSS professional learning plans

NOT STARTED

Differentiation professional learning with department team review process"

Sep 04, 2018 to Nov 05, 2018 - MTSS Team Professional Development Provider

Status history



NOT STARTED

May 01, 2018

Evidence

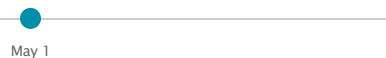
updates to MTSS professional learning

NOT STARTED

MTSS coaching cycle 1"

Sep 04, 2018 to Nov 05, 2018 - MTSS Team Professional Development Provider

Status history



NOT STARTED

May 01, 2018

Evidence

lesson plans reflect MTSS approaches to differentiated Instruction

NOT STARTED

Departments begin/continue scope and sequence creation"

Jun 14, 2019 to Jun 14, 2019 - MTSS team/professional development provider

Status history



NOT STARTED

May 01, 2018

Evidence

Unit plans, unified curriculum, and vertical alignment increases from SY 2018

NOT STARTED

MTSS professional learning"

Nov 05, 2018 to Jan 18, 2019 - MTSS team/professional development provider

Status history



NOT STARTED May 01, 2018
Evidence

NOT STARTED
MTSS coaching cycle 2"

Nov 12, 2018 to Jan 14, 2019 - MTSS team/professional development provider

Status history



NOT STARTED
May 01, 2018

Evidence

lesson plans further reflect MTSS instruction knowledge gained, especially approaches to differentiated instruction REACH domains 2 and 3 scores increase, on average, compared to SY 2018

NOT STARTED MTSS professional learning"
Jan 21, 2019 to Apr 08, 2019 - MTSS team/professional development provider

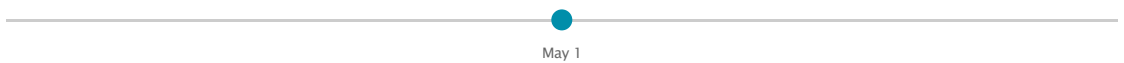
Status history



NOT STARTED May 01, 2018
Evidence

NOT STARTED MTSS coaching cycle 3"
Jan 21, 2019 to Apr 08, 2019 - MTSS team/professional development provider

Status history



NOT STARTED May 01, 2018
Evidence
lesson plans further reflect MTSS instruction gained as well as curriculum mapping (units and vertical alignment)

NOT STARTED
All departments will have a scope and sequence for SY 2019-2020 Most teachers will maximize tier 1 instructional best practices and half of teachers will differentiate effectively for tier 2 benefits"
Apr 08, 2019 to Jun 14, 2019 - MTSS Team ILT

Status history



NOT STARTED
May 01, 2018

Evidence

Student growth on PSAT/SAT increases by at least 5% REACH domains 2 and 3 scores increase, on average, compared to SY 2018 Attendance increases 3% from SY 2018 Tier 1 students increase by at least 5 %, drawing students from tier 2

ON-TRACK Create an attendance team"
Apr 25, 2018 to May 02, 2018 - Ana Admin

Status history

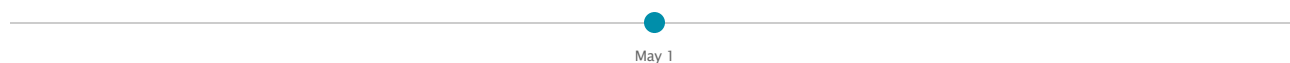


ON-TRACK May 01, 2018
Evidence
attendance team roster

NOT STARTED Attendance team meet with network (and central office contact?) to begin planning interventions and intervention review process for remainder of school year"

Apr 25, 2018 to May 07, 2018 - Attendance team, Ana, Admin, Network 2

Status history



NOT STARTED May 01, 2018
Evidence
3 to 5 interventions (placed on attendance calendar) and data process to assess

NOT STARTED Hold 2 to 3 attendance team meetings"
May 07, 2018 to Jun 14, 2018 - Attendance team, Ana, Admin, Network/Central Office support

Status history



NOT STARTED May 01, 2018
Evidence
intervention(s) effectiveness and plan for next intervention(s) rollout

ON-TRACK Complete partner spreadsheet (who is servicing our students)"
Apr 02, 2018 to Jun 14, 2018 - Ana, Admin

Status history



ON-TRACK May 01, 2018
Evidence
partner spreadsheet

NOT STARTED Obtain attendance best practices from other high schools (Mather, Amundsen, Senn)"
Jun 18, 2018 to Aug 01, 2018 - Ana

Status history



NOT STARTED May 01, 2018
Evidence
Recommended best practices document

NOT STARTED Understand current attendance operations, plan SY 2019 attendance operations"
Jun 18, 2018 to Aug 20, 2018 - Ana

Status history



NOT STARTED May 01, 2018
Evidence
Attendance Operations Plan shared document

NOT STARTED Commit to SY 2019 attendance interventions"
Jun 14, 2018 to Aug 20, 2018 - Admin, Ana

Status history



NOT STARTED May 01, 2018
Evidence
Attendance Interventions shared document

NOT STARTED Map SY 2019 attendance interventions to SY 2019 resources (including new clerk)"
Jun 14, 2018 to Aug 20, 2018 - Admin, Ana

Status history



NOT STARTED May 01, 2018
Evidence
Updated org chart

NOT STARTED Obtain comprehensive list of all job expectations for Ana (attendance role, CTE, etc.)"
Jun 14, 2018 to Aug 20, 2018 - Admin, Ana

Status history



NOT STARTED May 01, 2018
Evidence

ON-TRACK Devise comprehensive communication plan for attendance (internal: staff & external: students and parents)"
Jun 14, 2018 to Aug 20, 2018 - Ana, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Attendance Communication Plan shared document

ON-TRACK Plan back to school attendance PD"
Jun 14, 2018 to Aug 20, 2018 - Ana, Admin

Status history



ON-TRACK

May 01, 2018
Evidence
Agenda for PD

ON-TRACK

Plan back to school attendance drive"

Jun 14, 2018 to Aug 20, 2018 - Ana, Admin

Status history



ON-TRACK

May 01, 2018
Evidence
Back to School Attendance Drive shared doc

ON-TRACK

Conduct back to school attendance PD for staff"

Aug 27, 2018 to Aug 31, 2018 - Ana, Attendance Team, Admin

Status history



ON-TRACK

May 01, 2018
Evidence

ON-TRACK

Conduct back to school attendance drive"

Sep 03, 2018 to Sep 28, 2018 - Ana, Attendance Team, Admin

Status history



ON-TRACK

May 01, 2018
Evidence
95% school wide attendance for first two weeks of school

ON-TRACK

Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)"

Sep 17, 2018 to Nov 12, 2018 - Ana, Attendance Team, Admin

Status history



ON-TRACK

May 01, 2018
Evidence
Agenda, Data review shared document

ON-TRACK

Disseminate 5 and 10 day letters"

Sep 07, 2018 to Sep 17, 2018 - Ana

Status history



ON-TRACK

May 01, 2018
Evidence
5 and 10 day letters

ON-TRACK

introduce mentoring program (intervention)"

Nov 19, 2018 to Jan 07, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Mentor and Mentee shared sheet

ON-TRACK Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)"
Nov 12, 2018 to Jan 07, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Agenda, Data review shared document

ON-TRACK Roll out at least one student attendance incentive"
Nov 12, 2018 to Jan 07, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Student Attendance Incentive shared doc

ON-TRACK Roll out at least one new student attendance incentive"
Nov 05, 2018 to Jan 18, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
update Student Attendance Incentive shared doc

ON-TRACK Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)"
Jan 21, 2019 to Apr 08, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Agenda, Data review shared document

ON-TRACK Refocus attendance incentives"
Jan 21, 2019 to Apr 08, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
update Student Attendance Incentive shared doc

ON-TRACK Facilitate at least one attendance update, data review and plan in the common meeting rhythm (GLT)"
Apr 15, 2019 to Jun 14, 2019 - Ana, Attendance Team, Admin

Status history



ON-TRACK May 01, 2018
Evidence
Agenda, Data review shared document

ON-TRACK Roll out end of year attendance incentive"
Apr 01, 2019 to Jun 14, 2019 - Ana, Attendance Team, Admin

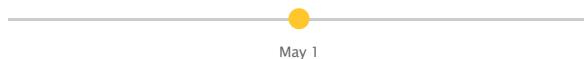
Status history



ON-TRACK May 01, 2018
Evidence
updated Student Attendance Incentive shared doc

BEHIND Conduct data deep dive inquiry: what worked and what didn't work?"
Jun 17, 2019 to Jun 28, 2019 - Ana, Admin, Network and/or Central Office supports

Status history



BEHIND May 01, 2018
Problem
Root Cause
Next steps

Strategy 5

COMPLETED
revamp mission and vision statements"
Apr 23, 2018 to Aug 17, 2018 - Admin ILT Students

Status history



COMPLETED
Sep 25, 2018
Evidence
Teachers developed a mission and vision as of the end of school year 2017-18. Student voice was included in the process of development.
A completed vision and mission was shared with staff at the beginning of this school year.

ON-TRACK May 01, 2018
Evidence
updated mission and vision statements

NOT STARTED

Develop a GLT work plan for implementing MTSS and PL"

Apr 23, 2018 to Aug 17, 2018 - Admin ILT

Status history



NOT STARTED

May 01, 2018

Evidence

1 year MTSS implementation plan

NOT STARTED

Develop transparent grading practices that are easily understood by teachers, students, and parents"

Aug 27, 2018 to Sep 14, 2018 - Admin GLTs

Status history



NOT STARTED

May 01, 2018

Evidence

Grading System explained in shared doc

NOT STARTED

faculty mission and vision pledge to enhance buy in for the school year"

Aug 27, 2018 to Aug 31, 2018 - staff

Status history



NOT STARTED

May 01, 2018

Evidence

Mission and Vision printed on all Sullivan planning documents Mission and vision statements placed on posters in critical areas of the school

NOT STARTED

Create templates for universal rubrics"

Nov 05, 2018 to Jun 14, 2019 - Admin ILT GLTs/Depts.

Status history



NOT STARTED

May 01, 2018

Evidence

rubric templates for all content areas placed in Sullivan Central

NOT STARTED

Create templates for rigor matrixes"

Jan 21, 2019 to Jun 14, 2019 - ILT GLTs/Depts

Status history



NOT STARTED

May 01, 2018

Evidence

rigor matrix templates for all content areas

NOT STARTED

Create strategies for culturally relevant tasks"

Apr 15, 2019 to Jun 14, 2019 - GLT Departments

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

cross curricular strategies shared doc

NOT STARTED

review and assess all constructs produced in SY 2019 in support of MTSS and PL (rubrics, rigor matrixes, grading system, etc.)"

Jun 24, 2019 to Aug 30, 2019 - Faculty teams

Status history

May 1

NOT STARTED

May 01, 2018

Evidence

FOT > 90% Five Essentials Survey improves to Well Organized 60% PSAT/SAT growth 30% PSAT/SAT attainment updated learning constructs (rubrics, rigor matrixes, grading system)

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

☒ ESSA 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

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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

The principal 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 I Principal annual meeting will be held on 10/03/18 at 5:30 p.m. The PAC organization will be held on 10/03/18 at 6:15 p.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.

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

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 meet. 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.

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 SAT/PSAT assessments (BOY, MOY, EOY). We will start to implement this on a 5 week cycle with our ABC reports distributed more frequently.

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.

This will be done through letter sent home to parents, and emails.

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

The Parent University at Sullivan 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 on 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.

In addition to personal meetings with parents, the Parent University 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, financial planning for college and career, etc.

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

In addition to personal meetings with parents, the Parent University 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, financial planning for college and career, etc.

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

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

N/A

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

We 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☒

The school will coordinate the parent and family engagement programs identified in the CIWP.

☒

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

N/A

School-Parent Compact

Complete

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

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 personalized learning 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 district selects the dates the 1st and 3rd quarter report card pick ups we will select the curriculum night for sept and the end of the semester report card dates in the summer of 2018

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 distributed 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 student 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 and family members 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 counselors or teachers

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 attendance, 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 (attendance, behavior, course performance)

Parent Budget

Complete

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

We would like to increase parent involvement over the next 2 years, and have at least 60 percent of parents attending report card pick up dates, and also 75 percent of parents signed up for the parent grade portal.

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

Account(s) Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	912	.00
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1053	.00
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54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1200	.00
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<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	800	.00
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<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	250	.00
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<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.00
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55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
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