



Roger C Sullivan High School / Plan summary

2020-2022 plan summary

Team

Name	Role	Email	Access
Chad Thomas	Principal	chadams2@cps.edu	Has access
Matt Fasana	Assistant Principal	mpfasana@cps.edu	Has access
Adam Norman	Humanities Department Leader	arnorman@cps.edu	Has access
Bryant Biegaj	Math Department Leader	bsbiegaj@cps.edu	Has access
Katerina Kiriazopoulos	Science Department Leader	kkiriazopoulos@cps.edu	Has access
Sarah Quintenz	ELL Department Leader	squintenz@cps.edu	Has access
Elle Henderson	9th Grade Team Leader	Inriverasoto@cps.edu	Has access
Angela Aviles	9th Grade Team Leader	aaviles35@cps.edu	Has access
Dayna Heller	10th Grade Team Leader	dheller@cps.edu	Has access
Latrise Muhammad	10th Grade Team Leader	ldmuhammad@cps.edu	Has access
Cyriac Mathew	11th Grade Team Leader	jcmathew@cps.edu	Has access
Alex Simmonds	11th Grade Team Leader	ASimmondsTrooien@cps.edu	Has access
Erik Dace	Special Education Case Manager	edace@cps.edu	Has access

Tonya Chrisp	LSC Parent/Chair	t.chrisp@yahoo.com	Has access
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Esther Mosak	LSC community	esther.mosak@gmail.com	Has access
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Self-assessment

Chad Thomas (Feb 3, 2020)

Overall assessment: **3 (most practices evident)**

We'd like to get students involved as well.

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- | | |
|-----|---|
| Yes | The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger. |
| Yes | The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted. |
| Yes | The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc. |
| Yes | The CIWP team includes parents, community members and LSC members. |
| Yes | All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships) |
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Chad Thomas (Feb 3, 2020)

Overall assessment: **3 (most practices evident)**

Need more student feedback

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- | | |
|-----|---|
| Yes | The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger. |
| Yes | The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted. |
| Yes | The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc. |
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| Yes | All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships) |
-

Chad Thomas (May 31, 2020)

Overall assessment: **3 (most practices evident)**

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- | | |
|-----|---|
| Yes | The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger. |
| Yes | The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted. |
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Team meetings

Date	Participants	Topic
01/17/2020	LSC members	Reviewing our 2018 CIWP Plan and our Personalized Learning Blueprinting

01/29/2020	ALL members	Selection our SEF's
02/21/2020	LSC members	Review, feedback and approval of SEF's selected
03/03/2020	PAC members	Review, discussion, and feedback of SEF's selected
04/24/2020	LSC members	Discussed final priorities and action items needed
05/15/2020	LSC members	Approval of the CIWP Priorities and preliminary actions
05/29/2020	PAC members	Discussion of Fund Compliance and parent engagement

School Excellence Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement Expand all

3 Leadership for Continuous Improvement

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

Evidence

3 Structure for Continuous Improvement

- 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
- 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
- 3 Design professional learning (PL) to achieve school-wide improvement goals

- 3 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)

Evidence

Depth and Breadth of Student Learning and Quality Teaching Expand all

2

Curriculum

- 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 2 Curriculum connects to real world, authentic application of learning
- 2 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity

Evidence

3

Instruction

- 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
- 3 Engage students in learning and foster student ownership
- 3 Use questioning and discussion as techniques to deepen student understanding
- 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
- 3 Provide students frequent, informative feedback
- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)

Evidence

2

Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 2 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 2 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 2 Utilize assessments that measure the development of academic language for English learners
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house

criteria, and subsequent learning needs

- 2 Improve and promote assessment literacy
- 2 Have a grading system that clearly, accurately, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers

Evidence

2

MTSS

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

Evidence

3

Transitions, College & Career Access, & Persistence

- 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS – Ensure equitable access to college preparatory curriculum
- 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with

Evidence

Quality and Character of School Life Expand all

3

Relational Trust

- 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
- 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
- 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)

Evidence

3

Student Voice, Engagement, and Civic Life

- 3 Study politics
- 3 Become informed voters and participants in the electoral process
- 3 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 3 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture

Evidence

3

Physical and Emotional Safety

- 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
- 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
- 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
- 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)

Evidence

3

Supportive and Equitable Approaches to Discipline

- 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
- 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)

- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

Evidence

2 Family & Community Engagement

- 2 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 2 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).
- 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 2 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 2 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)

Evidence

Self-assessment

Chad Thomas (Feb 3, 2020)

Overall assessment: **3 (most practices evident)**

Need to loop in students

Somewhat	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Not yet	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus <small>⊖= Not of focus</small>
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1 2 3 4 5 <input type="checkbox"/>
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1 2 3 4 5 <input type="checkbox"/>
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1 2 3 4 5 <input type="checkbox"/>
2	Quality and Character of School Life: Family & Community Engagement	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1 2 3 4 5 <input type="checkbox"/>
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1 2 3 4 5 <input type="checkbox"/>
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1 2 3 4 5 <input type="checkbox"/>

3	Quality and Character of School Life: Physical and Emotional Safety	1	2	3	4	5	⊖
3	Quality and Character of School Life: Relational Trust	1	2	3	4	5	⊖
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1	2	3	4	5	⊖
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1	2	3	4	5	⊖

Self-assessment

Chad Thomas (Apr 13, 2020)

Overall assessment: **2 (some practices evident)**

We started MTSS with Tier 1, we'd like to continue here but also start the work of Tier 2, 3 on the Academic and SEL work

Yes	Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.
Yes	Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: 4 Year Graduation Rate	Overall		67.00	75.00
I chose this metric because it should reflect overall practice improvement within the school			(Blank)	(Blank)
SQRP: PSAT10 Annual Growth Percentile-Reading	Overall		44.00	54.00
I chose this metric because this in a indicator that will move other SQRP metrics.			(Blank)	(Blank)
SQRP: PSAT10 Annual Growth Percentile-Math	Overall		60.00	70.00
I chose this metric because this in a indicator that will move other SQRP metrics.			(Blank)	(Blank)

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
SQRP: SAT Cohort Growth Percentile	Overall		33.00	44.00
I chose this metric because this is an indicator that will move other SQRP metrics.			(Blank)	(Blank)
(Blank)			(Blank)	(Blank)
			(Blank)	(Blank)

Required metrics (Highschool)

0% complete

	2018-2019 Actual	2020-2021 Actual	2020-2021 SQRP Goal	2021-2022 SQRP Goal
My Voice, My School 5 Essentials Survey	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0% complete

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

Self-assessment

Angela Aviles (Apr 13, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Somewhat	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Angela Aviles (Apr 13, 2020)

Overall assessment: **3 (most practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
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Somewhat	Root cause analysis: Root causes are articulated in specific detail.
Somewhat	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Chad Thomas (Apr 15, 2020)

Overall assessment: **2 (some practices evident)**

We have fishbone documents to upload to support these findings

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Somewhat	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
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Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

implement consistent stakeholder engagement and empower stakeholders with Personalized Learning curriculum understanding

Increased stakeholder participation in curriculum development, parental involvement and overall increase in school benchmarks

60% participation by EOY22 in Parent Portal Usage according to CPS weekly reports
50% RCPU Engagement

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

We will use our Personalized Learning Blueprint Guiding we made last year to help us engage parents on personalized learning. We will also engage with our Parent University staff. We also have budgeted for a counselor at each grade level. We also have a ESL social worker budget for our newcomers families. Also in particular we will work to fill the LSC, PAC and BAC and use school funds for parent nights, communication etc.

Tags:

MTSS: Family and Community Engagement

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Parent Portal sign up station during Freshmen orientation and all RCPUs (Hosted by Counselors)	Counselors	Aug 31, 2020 to Aug 31, 2021	Not started
Family & Community Engagement			
Quarterly Family Engagement Events (Hosted by School Partners and Grade Level Teams)	Grade Level Leads and Administration	Sep 1, 2020 to May 1, 2022	Not started
Family & Community Engagement			
BOY Curriculum Night with a focus on Personalized Learning Awareness (PL Session Hosted By Pilot Team Members)	PL Pilot Team	Sep 1, 2020 to Oct 29, 2021	Not started
Family & Community Engagement			
An advisory communication model through GLT that focuses on Bi Weekly family outreach/contact	GLT Leads and Counselors	Oct 1, 2020 to May 31, 2022	Not started
Family & Community Engagement			
MOY Personalized Learning showcase for Stakeholders each year (Hosted by PL Pilot Leads and Administration)	PL Pilot Leads and Administration	Jan 4, 2021 to Feb 28, 2022	Not started
Family & Community Engagement			

Strategy 2

If we do...	...then we see...	...which leads to...
implement the PL framework with fidelity in all school spaces with a focus on normed MTSS systems (in particular tier 2, 3), flexible learning environments, and teacher led PLCs	wall to wall supportive, proactive, and responsive curriculum and cultural practices that address all learners (staff and students) in a personalized manner	<p>At least 70% of all students showing growth on the Spring 22 (P)SAT Exams</p> <p>At least 95% FOT as measured by CPS SQRP guidance</p> <p>At least 90% SOT as measured by internal Sullivan data systems</p> <p>At least 85% JOT as measured by internal Sullivan data systems</p> <p>At least 75% 4 Year Graduation Rate for SY21-22</p> <p>90% of teachers use Personalized Learning Practices during planning, delivery, and reflection on lessons per REACH evaluations for the SY21-22</p> <p>50% of teachers using mastery based grading practices as measured by an internal gradebook rubric by Spring SY22</p>

Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

We plan to continue with the grade level lead teachers and add the counselors to this work (we will embed stipends for this work or extra prep period), also Dept Leads will receive stipend/and/or extra prep period. We also plan to hire an Instructional Coach to help support the PL and Curriculum work. We will also ensure master schedule has common prep periods for grade level team, also have department planning time (focusing on UBD cross-curricular planning), we will also have flex time on Wednesdays at 8 a.m. like this year. Also our BHT is a big part of this work and the social workers (internal CPS and Clinic and

external - Loyola, Alternatives, Trilogy) counselors, mentors (BAM, Step Up)Tech needs will be continue to budget for mobile smart boards, chromebooks, teacher laptops, etc. We also have partners that we will continue to work with during this CIWP - MTSS Heartland Health Clinic - Whole Child Push - Umoja - SEL, Embarc SEL- P.L., Respond-Ability - Progress Monitoring, City Year - FOT - SOT, Saga - Math Intervention, Read 180 - Reading intervention.

Tags:
MTSS: Curriculum & Instruction

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Hire an MTSS Coordinator to help the creation, implementation, and monitoring of normed MTSS systems	Administration	Apr 20, 2020 to Aug 31, 2020	Not started

MTSS: Curriculum & Instruction

Create optional PLCs around Personalized Learning, Trauma Informed Learning, Mastery Based Grading, Capstone/Project Based Learning	Administration and ILT	May 4, 2020 to Aug 31, 2020	Not started
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MTSS

Utilize an internal gradebook rubric for MGB pilot team reflection	Administration	Sep 7, 2020 to May 2, 2022	Not started
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MTSS

Implement Junior on Track Metrics and track JOT over time	Administration, MTSS Coordinator, and Junior Team Lead	Aug 31, 2020 to May 2, 2022	Not started
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MTSS

Use the current Personalized Learning Blueprint as guidance for ILT led Cycles of learning	Administration, ILT	May 4, 2020 to May 2, 2022	Not started
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MTSS

Train and support all staff members in academic and social emotional personalized learning practices	Administration, MTSS Coordinator, ILT	select	Not started
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MTSS

Strategy 3

If we do...

...then we see...

...which leads to...

<p>Empower teams (Department and Grade level) to follow their own Personalized Learning journeys that include community agreements and best peer support practices</p> <p>And</p> <p>Implement intentional training around student and adult Social Emotional Cultural Responsiveness</p>	<p>increased trust and collaboration among all staff members and a better awareness around impactful practices</p> <p>Spreading of siloed expertise and generally improved communication and collaboration</p> <p>Implementation of peer observation cycles</p> <p>Continued grade level team structure focused on SEL and Personalized Learning. Embedded Department meetings focused on UbD with a focus Humanities and STEM cross curricular integration</p> <p>Adult Personalized Learning Opportunities through FLEX time</p>	<p>65% effective leaders score as evidenced by the 5 Essentials Survey</p> <p>64% teacher to teacher trust score</p> <p>60% of teachers in this school trust each other as evidence by the 5 Essentials Survey</p> <p>58% Collective Responsibility score</p> <p>50% of teachers report that other teachers in this school help maintain the discipline of the entire school, not just their classroom as evidenced by the 5 Essentials Survey</p>
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Notes on Resource Needed to inform Scheduling and Budget Planning: What new investments in time, material, or human resources are necessary to implement this strategy and achieve the associated CIWP goals? Include as much information as possible such as anticipated funding sources or budget categories to fund.

The instructional coach hire will join and help facilitate the ILT and ultimately the GLT and Dept will create clear systems for structure and feedback and we will use PD money for Department and TCT release time subs to execute the curriculum work. We will also continue to push PL Adult Learning and PL Student Learning strategies. Per the Partners for the CIWP - MTSS: Heartland Health Clinic - Whole Child Push - Umoja - SEL, Embarc SEL- P.L., Respond-Ability - Progress Monitoring, City Year - FOT - SOT, Saga - Math Intervention, Read 180 - Reading intervention.

Tags: Structure for Continuous Improvement Area(s) of focus: 2

Action step	Responsible	Timeframe	Status
Create individualized cycles of learning and reflection within Grade Levels and Departments around Personalized Learning and Social Emotional Practices	Administration, ILT	May 4, 2020 to Aug 30, 2021	Not started

Structure for Continuous Improvement

Create and implement a peer observation system/rotation	Administration, ILT	May 4, 2020 to May 2, 2022	Not started
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Structure for Continuous Improvement

Build community agreements for all learning groups (GLTs, Depts, PLCs)	Administration, Grade Level Leads, Department Chairs	Aug 31, 2020 to Oct 30, 2020	Not started
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Structure for Continuous Improvement

Create a series of personalized PD including Tiger Talks to be held during Flex time	Administration, ILT	May 4, 2020 to Aug 31, 2020	Not started
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Structure for Continuous Improvement

Action Plan

Strategy 1

+ Parent Portal sign up station during Freshmen orientation and all RCPUs (Hosted by Counselors)

Aug 31, 2020 to Aug 31, 2021 - Counselors

Status history

+ Quarterly Family Engagement Events (Hosted by School Partners and Grade Level Teams)

Sep 01, 2020 to May 01, 2022 - Grade Level Leads and Administration

Status history

+ BOY Curriculum Night with a focus on Personalized Learning Awareness (PL Session Hosted By Pilot Team Members)

Sep 01, 2020 to Oct 29, 2021 - PL Pilot Team

Status history

- + An advisory communication model through GLT that focuses on Bi Weekly family outreach/contact

Oct 01, 2020 to May 31, 2022 - GLT Leads and Counselors

Status history

- + MOY Personalized Learning showcase for Stakeholders each year (Hosted by PL Pilot Leads and Administration)

Jan 04, 2021 to Feb 28, 2022 - PL Pilot Leads and Administration

Status history

Strategy 2

- + Hire an MTSS Coordinator to help the creation, implementation, and monitoring of normed MTSS systems

Apr 20, 2020 to Aug 31, 2020 - Administration

Status history

- + Create optional PLCs around Personalized Learning, Trauma Informed Learning, Mastery Based Grading, Capstone/Project Based Learning

May 04, 2020 to Aug 31, 2020 - Administration and ILT

Status history

- + Utilize an internal gradebook rubric for MGB pilot team reflection

Sep 07, 2020 to May 02, 2022 - Administration

Status history

- + Implement Junior on Track Metrics and track JOT over time

Aug 31, 2020 to May 02, 2022 - Administration, MTSS Coordinator, and Junior Team Lead

Status history

- + Use the current Personalized Learning Blueprint as guidance for ILT led Cycles of learning

May 04, 2020 to May 02, 2022 - Administration, ILT

Status history

✦ Train and support all staff members in academic and social emotional personalized learning practices

- Administration, MTSS Coordinator, ILT

Status history

Strategy 3

✦ Create individualized cycles of learning and reflection within Grade Levels and Departments around Personalized Learning and Social Emotional Practices

May 04, 2020 to Aug 30, 2021 - Administration, ILT

Status history

✦ Create and implement a peer observation system/rotation

May 04, 2020 to May 02, 2022 - Administration, ILT

Status history

✦ Build community agreements for all learning groups (GLTs, Depts, PLCs)

Aug 31, 2020 to Oct 30, 2020 - Administration, Grade Level Leads, Department Chairs

Status history

✦ Create a series of personalized PD including Tiger Talks to be held during Flex time

May 04, 2020 to Aug 31, 2020 - Administration, ILT

Status history

Fund Compliance

ESSA Program

📄 ESSA Schoolwide Program

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

Schoolwide Program requirements outlined below.

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

Parent Involvement 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 PSAT/SAT and Star Reading Assessment (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 report the data out through "State of the School" reports that outlines the key performance indicators (i.e. SQRP data). 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 on the first Monday of the Month at 5 p.m. The Title 1 Principal annual meeting will be held on The PAC organization will be held on 9/22/20 at 5 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. After the annual PAC meeting, we will mail, email and flyer home the PAC meeting schedule in multiple languages for parents, staff and students.

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

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. (Attendance, Behavior and Course Grades), 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 families.

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.

We will mail letters home, email parents, and call parents in this situation, but we do not anticipate we will have "Non Highly Qualified" teachers this year SY21.

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 ASPEN's Grade book 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 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.

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 "Grade book". Parents may access their child's grade at anytime via Grade book'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.

We host one of only few "Parent University" sites in CPS and we always encourage community and parent volunteers. 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 grade book'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 ASPEN grade book, 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.

Our goals is to teach parents about Personalized Learning, and our curriculum work, but also educate our families based on their needs.

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
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.	\$	500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1000 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	250 .00
53510	Postage Must be used for parent and family engagement programs only.	\$	Amount .00

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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