


PPLC Meeting Agenda - 3/29/2022

 SULLIVAN HIGH SCHOOL F – Family I – Integrity S – Service T – Tenacity	<p>Vision: Sullivan High School is committed to preparing lifelong learners to be empathetic and innovative thinkers who serve the global community in pursuit of equity and justice.</p> <p>Mission: We, the Sullivan community, are driven to implement a personalized, standards-based curriculum that prepares all learners for real-world, postsecondary success. We strive to create a positive, supportive learning environment that nurtures independence and critical thinking in our students, while we guide them towards postsecondary success.</p> <p>PPLC Statement of Purpose (from IL state law): The purpose of the PPLC is to develop and formally present recommendations to the principal and the LSC on all matters related to the educational program, including but not limited to, curriculum, school improvement plan, development and implementation, and school budgeting.</p>	<p>Norms:</p> <ul style="list-style-type: none"> → Start and end on time. → Follow the schedule. → Promote equity of voice. → Be respectful of others and their opinions. → Remain goal-oriented and solutions-driven. → Stay engaged on the topic at hand.
Date/Time:	March 29, 2022 - 3:45 PM to 5:15 PM	
Roles	Time Keeper - Brookes Secretary - Simmonds	

AGENDA

Time	Topics	Activities/Tasks	Notes
1 min	Call to Order	→ fill Time Keeper role → get consent to record the meeting	
1 min	Roll Call <small>[bold indicates present]</small>	Mr. Brookes Mr. Clark Mr. Fasana Ms Handley Ms. Kiriazopoulos Ms. Kordek Mr. Mathew Mr. Norman Ms. Simmonds	Absent: Quorum → yes or no
1 min	Approval of Agenda	*Amendment to agenda to vote on	Approved unanimously (both the amendment and the agenda)

3 min	Approval of Previous Meeting's Minutes	Minutes from 3/15/2022 Meeting	Approved
10 minutes	Public Comment *2 minutes per speaker		No public comment

New Business

Issue	Recommendation	Notes, Comments, Questions
<p>Two concerns: first, as cohorted EL students are all in multi-grade classes, there was no direction around pre-SAT preparation (from basics such as familiarity with how to bubble to suggestions on how to feel comfortable, confident, and prepared to answer questions) for our cohorted EL students. Second, EL students were placed in rooms without their accommodations (seniors in particular) and/or not all students received their accommodations.</p> <p>5 min, 15 max</p>	<p>This should be addressed before the April PSAT if at all possible, but certainly for next year's SAT. Suggestions include having a clear testing & accommodations list in advance, coordinating with other departments and GLTs to share preparation resources, and coordinating within the department to ensure all students are aware of the upcoming test and have had time to practice (bubbling and seeing a test booklet at the minimum) in advance. This could happen during 2nd period EL seminar.</p>	<ul style="list-style-type: none"> → Is there anyway that students could bubble themselves so there is some intentionality and it also shows the kids the assessment before they do it → The lack of communication affected the students because they didn't know about their accommodations and they were frustrated → There was a miscommunication with the students not in the EM cohort as well → There seems at times to be a disconnect between the EM department and the rest of the school, and we should be intentional. → This could be almost the same in every GLT, which would be helpful for clear and concise messaging → There were students that did not receive accommodations as well, so we need to be more intentional about it → The second day is just as important as the first, so we should try and think of ways to do that productively, like having them test in certain sections of the building
<p>The school-wide effort to motivate and energize students for the SAT was lacking. It was a stressful day during a stressful year, and students deserve a more coordinated effort from us. As an example, goodie bags for students and the morning pep rally happened only because of individual initiative of a few teachers.</p> <p>5 min, 10 max</p>	<p>Planning should happen in a coordinated fashion before the test, and should happen in GLT meetings with support from ILT and SLT if needed.</p>	<ul style="list-style-type: none"> → A lot of the weight goes to the 11th grade team, but we also should make sure that this a whole school day, and maybe a parade won't do it but there should be some intentionality around it and collective encouragement <ul style="list-style-type: none"> ◆ Bubbling prior to the test could also help this. → It is a different day than any other day and we want them to feel

		<p>proud/motivated/happy at the end of it, so we need to reflect that in the processes that we create</p> <ul style="list-style-type: none"> → We can put money aside for it and teachers would also be happy to volunteer → There is a way to make it as enjoyable as possible → Belen was gracious enough to step up and plan something and people were negative about it, which is unfortunate → There are some things that we can do right now to plan for next year, it could start at all of the GLT levels → It cannot just fall on one person, it should fall on the collective group → The GLT meeting time was dedicated to MTSS, so we didn't speak about it. Can we do this next year? → Where should these conversations begin and when should they begin? → The conversations should begin at least in January. <ul style="list-style-type: none"> ◆ Maybe the PPLC can review this in the first meeting of the year next year? We can plan for both the PSAT and the SAT together?
<p>We regularly have no idea when we are going to be missing students from class due to a field trip. It becomes very difficult to plan for instruction when we do not know when or how many students might be gone on a trip. Do students always need to get teachers to sign off on attending a trip? If someone wants to initiate a field trip, how would they go about doing that? What is the approval process like?</p> <p>5 min, 10 max</p>	<p>We need to make clearer the school's field trip protocol (expectations, communications required, checklist of steps). Perhaps a folder on Sullivan Central/TigerNet with all of the appropriate documents and information would be helpful.</p>	<ul style="list-style-type: none"> → This was addressed in the Tiger Times this week <ul style="list-style-type: none"> ◆ People need to read the Tiger Times → There will be a link posted on TigerNet → Much of this is the handbook → It is on the teacher in charge of the field trip to do the stuff in advance so we can plan in advance → The faculty running the field trip should be in charge of leading that communication → It's staff communicating to each other, we regularly do not know when people are missing class → These are the things that we can control and that we can follow through on → This is the symptom of the problem of not following procedure → It's important to keep in mind that last week was just a mess with communication and field trips → It would be helpful to do a refresher of how to use google

		<ul style="list-style-type: none"> ◆ How to use Drive, use the calendar, etc. → We need to give each other grace, but also be respectful to each other's class time. → Students are coming to teachers asking them to fill out the grade/tardy sheets, the form is not a requirement, but the kids should be responsible for doing this
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Old Business: addressing action items and unresolved issues from previous meetings

Previous Issue	Last Update/Action Item(s)	Notes: Updates/Resolution
<p>Proposed Amendment to Agenda: Update / debrief on the hiring process for Dean</p> <p>5 min, 15 max</p>	<ul style="list-style-type: none"> → Hiring process for the dean 	<ul style="list-style-type: none"> → They used the model 3 process, and amending it and making it specific to the position → There were 3 people that came into Sullivan and did the interview process → There was an agreement on the candidate but then there was another step after that → They were able to offer a 38 week position instead of a 52 week position → It would have helped to know how much can be make between 38 week and 52 weeks → There was representation from EM department on the staff panel
<p>CIWP & Budget Update</p> <p>5 min, 25 max</p>	<ul style="list-style-type: none"> → Budget spreadsheet activity → Admin plans to gather feedback → Budget presentation 	<ul style="list-style-type: none"> → They only gave us money for 574, a decrease of 71 students from SY21, we are at like 620 right now. Throughout covid we didn't lose much. → Per pupil is 6,167.14 lost over 300,000 → What about adding minutes into their LREs ? → We also want to be aware that asking for more attention will get us more attention → Younger teachers do not know what this experience is like and we need to talk about what the 20th day means → Can the CTU help in any way in terms of grieving or trying to find more CTU funded positions <ul style="list-style-type: none"> ◆ Concerns about the stipulations about the CTU-funded positions ◆ Delegate will reach out for clarification from CTU

Meeting Schedule:

- 4/19/2022
- 5/3/2022
- 5/17/2022
- 5/31/2022