

Carl von Linne Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/22/2020	ILT Members	Self-Assessment

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 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:** 5 Essentials data. LSC, PAC, BAC minutes. Mentoring discussions/notes. Grade Level Notes.
- 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
 - 4 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:** Review of SY20 Budget. 5 Essentials Data. LSC, BAC, PAC minutes. Notes on Resumes. Grade Level Notes. ILT Notes/Minutes.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 3 Curriculum connects to real world, authentic application of learning
 - 3 Curriculum is aligned to expectations of the standards

- 3 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:** Unit plans and curriculum maps. Grade level agendas and notes. ILT Notes.
- 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
 - 2 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 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:** Unit plans. Curriculum maps. Dual Language Goals. Assessment Plan. Grade Level Notes. ILT Notes.
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 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, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Assessment Plan. Curriculum Maps. Unit Plans. Grade Level Notes. ILT Notes.
- 3 - MTSS

- 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
- 3 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)
- 3 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)
- 3 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)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)

- 3 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)
- 3 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)
- 3 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)
- 3 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)
- 3 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:** Behavioral Health Team notes. Grade Level Notes. ILT Notes. Unit Plans-see Sped interventions.
- 4 - Transitions, College & Career Access, & Persistence
 - 4 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Counseling Plan. Enrichment Team Notes (High School Prep) High School Fair details. MVMS.

Quality and Character of School Life

- 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:** 5 Essentials Data.
- 3 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 3 Become informed voters and participants in the electoral process

- 4 Engage in discussions about current and controversial issues
- 3 Explore their identities and beliefs (REQUIRED: OSEL)
- 4 Exercise student voice (REQUIRED: OSEL)
- 3 Authentically interact with community and civic leaders
- 3 Engage with their community
- 3 Take informed action where they work together to propose and advocate for solutions
- 3 Experience a schoolwide civics culture
- **Evidence:** Unit Plans. Curriculum Maps.
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Behavioral Health Team Notes. 5 Essentials Data. Counseling Plan
- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 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)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials Data. Counseling Plan. Curriculum Maps. Unit Plans. Grade Level Notes. ILT Notes. Behavioral Health Team Notes.
- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 3 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:** Parent Advisory Committee Reflections/Surveys 5 Essentials Data

School Excellence Framework Priorities

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

Goals

Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	NWEA GROWTH IN READING 3-8
Root Cause 1	Teacher turnover in grades 4-6; Need for more complex texts; Need for vertical planning;
Area of Critical Need 2	NWEA GROWTH IN MATH 3-8
Root Cause 2	Teacher turnover in grades 4-6; Need for more training in math CCSS; Need for vertical planning;
Area of Critical Need 3	ACCESS-PROGRESS TOWARD
Root Cause 3	Dual Language/Race to English; High Numbers of SpEd not meeting goals;

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: NWEA Growth G3-8 (Math)	Overall		60.00	70.00
Students overall did not show adequate growth on the NWEA in Math	EL		50.00	60.00
Vision: NWEA Growth G3-8 (Reading)	Overall		65.00	70.00
Students overall did not show adequate growth on the NWEA in Reading	EL		50.00	60.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		60.00	60.00
Our students-specifically older DL--are not able to make adequate progress as measured by the Access Assessment	Students with IEPs		60.00	60.00
(Blank)				
(Blank)				

Required metrics (Elementary) (133% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Supportive Environment/Student Survey			70.00	70.00	70.00

Custom metrics (0% complete)

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

Strategy 1

If we do...	Create a Literacy Professional Learning Committee (PLC) that will work together to identify potential weaknesses in our curriculum alignment, explore current research on reading and writing workshops, identify best practices in literacy and writing, and provide training to RLA and SLA teachers,
Then we see...	a consistent and unified literacy and writing curriculum across grade levels and programs,
which leads to...	increased growth and attainment scores on the mClass (DIBELS/TRC), NWEA and PARCC in Literacy.
Budget Description	Funding allocated for PLC leads, teacher training, and supplemental literacy and writing curriculum materials; budgeting for subs so that curriculum teams can meet quarterly for 3 hours.
Tags	Leadership for Continuous Improvement, Structure for Continuous Improvement, Curriculum, Instruction, Literacy: Key Practice #3-Frequent Process-based Writing, MGIB: Gifted Programs, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (On-Track) Create a team of literacy teacher leaders. <p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership</p> <ul style="list-style-type: none"> (On-Track) Create a comprehensive grade level schedule for SY21 with teacher teams meeting biweekly for one hour; released time (3 hours) for all Literacy teachers to meet vertically quarterly.

	<p>Tags:Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams</p> <ul style="list-style-type: none"> (Not started) Meet monthly during grade levels to review literacy curriculum maps and SY20/SY21 Unit Plans. Meet quarterly as vertical teams to analyze alignment of maps to the CCSS. <p>Tags:Instruction, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, MGIB: Gifted Programs</p> <ul style="list-style-type: none"> (Not started) Provide professional resources (Lucy Calkins Reading and Writing Workshop Kits and Mentor Texts) and comprehensive training to staff members that are new to Linne or new to a particular grade level. Contract with TC for additional training and support. <p>Tags:Curriculum, Teacher Leader Development & Innovation: New Teachers</p> <ul style="list-style-type: none"> (Postponed) Conduct a comprehensive analysis of literacy materials in all RLA and SLA classrooms, identifying areas of need--including "mirrors and windows" texts, non-fiction Humanities-based materials that are aligned to grade level themes, classroom libraries that vary by genre and levels and include SEL texts, and identify available MTSS and Acceleration materials. <p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, MGIB: Gifted Programs, MTSS: Curriculum & Instruction, OSEL: SEL Instruction</p>
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Strategy 2

If we do...	Create a Math Professional Learning Community (PLC) that will work together to identify potential weaknesses in our curriculum alignment, build teacher capacity around best practices in math instruction, and strengthen and increase the use of assessment data as it relates to alignment to the Learning Continuum,
Then we see...	more targeted and individualized math instruction,
which leads to...	student growth on the NWEA and PARCC assessments.
Budget Description	Budgeting for PLC, professional development on data analysis, math best practices and curricular alignment, and teacher resource materials.
Tags	Leadership for Continuous Improvement, Math: Curriculum
Action steps	<ul style="list-style-type: none"> (On-Track) Identify members that will lead the math PLC.

	Tags:Leadership for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams
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Strategy 3

If we do...	Create structures for parent empowerment that includes open lines of communication with the administration and staff members, opportunities for learning and growth, and opportunities for volunteering,
Then we see...	improved engagement levels of families and community members in events that take place in and around the school,
which leads to...	parents that are engaged in the school-home connection, helping to support the learning process at home.
Budget Description	Funding will be secured through the Title 1 PAC budget; Administration will help to facilitate the planning and development of parent-led committees and teams; Partnerships with FACE2 and community organizations (ANA, 33rd Ward, Arts, Health Organizations) to support parents in the learning process;
Tags	Family & Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, FACE2: Title 1 PAC
Action steps	<ul style="list-style-type: none"> • (On-Track) Meet with parent leaders to debrief on SY20 agendas, purchases/spending, roadblocks, and goals. Tags:FACE2: Parent Engagement, FACE2: Title 1 PAC • (Completed) Set dates for PAC Informational Meeting; Set BAC Meeting Dates; LSC Organizational Meeting; Tags:Family & Community Engagement, FACE2: Local School Council, FACE2: Title 1 PAC • (On-Track) Schedule regular Parent/Administration meetings by grade level (Coffee with the Principal). Tags:Leadership for Continuous Improvement, Family & Community Engagement, FACE2: Parent Engagement • (On-Track) Develop a parent learning plan that will include workshop titles, speakers/facilitators, parent support, and a list of necessary resources. Tags:Family & Community Engagement, FACE2: Parent Engagement, FACE2: Title 1 PAC

Strategy 4

If we do...	Develop a School-Wide Assessment Plan that will more accurately reflect our students' mastery of identified learning standards,
Then we see...	a more individualized, targeted and accurate approach to both teaching and learning,
which leads to...	increased growth as measured on the mClass, NWEA and PARCC assessments.
Budget Description	Budget for Math PLC; mentor text for teachers; provide common planning time for content area teachers to design categories.
Tags	Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> • (Not started) Math Plan: The Math PLC will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of math. Tags:Assessment: Balanced Assessment and Grading • (Not started) Literacy Plan: The Literacy PLC will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of literacy. Tags:Assessment: Balanced Assessment and Grading • (Not started) Science Plan: The Science Team will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of science. Tags:Assessment: Balanced Assessment and Grading • (Not started) Enrichment Plan: The Enrichment Team will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all school-based Enrichment teachers. Tags:Assessment: Balanced Assessment and Grading

Strategy 5

If we do...	Create systems that help students develop and foster trusting relationships with staff members,
Then we see...	higher levels of relational trust between students and staff members,
which leads to...	increased levels of engagement, improved student attendance, and decreased numbers of conduct referrals.
Budget Description	Budget for Class Catalyst, professional resources (Everyday SEL), after school programming that supports SEL and mentoring opportunities, behavioral health team, and SEL PLC.

Tags	OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> (Completed) Create a behavioral health team, SEL Team/advisory committee. <p>Tags: OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams</p>

Action Plan

Strategy 1

On-Track Sep 23, 2020

Create a team of literacy teacher leaders.

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

On-Track Aug 31, 2020

Create a comprehensive grade level schedule for SY21 with teacher teams meeting biweekly for one hour; released time (3 hours) for all Literacy teachers to meet vertically quarterly.

Jul 06, 2020 to Jul 27, 2020 - Administration

Meet monthly during grade levels to review literacy curriculum maps and SY20/SY21 Unit Plans. Meet quarterly as vertical teams to analyze alignment of maps to the CCSS.

Sep 17, 2020 to Jan 21, 2021 - ILT; Literacy PLC; Administration

Provide professional resources (Lucy Calkins Reading and Writing Workshop Kits and Mentor Texts) and comprehensive training to staff members that are new to Linne or new to a particular grade level. Contract with TC for additional training and support.

Aug 03, 2020 to Sep 08, 2020 - Administration

Postponed Sep 04, 2020

Conduct a comprehensive analysis of literacy materials in all RLA and SLA classrooms, identifying areas of need—including "mirrors and windows" texts, non-fiction Humanities-based materials that are aligned to grade level themes, classroom libraries that vary by genre and levels and include SEL texts, and identify available MTSS and Acceleration materials.

Nov 06, 2020 to Dec 04, 2020 - Literacy PLC; Administration

Strategy 2

On-Track Sep 07, 2020

Identify members that will lead the math PLC.

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

Strategy 3

On-Track Sep 21, 2020

Meet with parent leaders to debrief on SY20 agendas, purchases/spending, roadblocks, and goals.

Jul 06, 2020 to Aug 03, 2020 - Administration

Completed Sep 04, 2020

Set dates for PAC Informational Meeting; Set BAC Meeting Dates; LSC Organizational Meeting;

Jul 06, 2020 to Sep 08, 2020 - Administration

On-Track Aug 17, 2020

Schedule regular Parent/Administration meetings by grade level (Coffee with the Principal).

Oct 02, 2020 to Jun 04, 2021 - Principal

On-Track Sep 11, 2020

Develop a parent learning plan that will include workshop titles, speakers/facilitators, parent support, and a list of necessary resources.

Sep 28, 2020 to Oct 09, 2020 - PAC and BAC members; Administration; DLC

Strategy 4

Math Plan: The Math PLC will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of math.

Jul 06, 2020 to Sep 01, 2020 - Math PLC; Administration; ILT

Literacy Plan: The Literacy PLC will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of literacy.

Jul 06, 2020 to Sep 01, 2020 - Literacy PLC; Administration; ILT

Science Plan: The Science Team will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all teachers of science.

Jul 06, 2020 to Sep 01, 2020 - Science Team; Administration; ILT

Enrichment Plan: The Enrichment Team will work together with the ILT and Administration to develop categories for grading (in ASPEN) that will be used during SY21 by all school-based Enrichment teachers.

Jul 06, 2020 to Sep 01, 2020 - Enrichment Team; Administration; ILT

Strategy 5

Completed Sep 11, 2020

Create a behavioral health team, SEL Team/advisory committee.

Jul 06, 2020 to Aug 03, 2020 - Administration; School Counselor

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

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

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

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Comprehensive reviews of District and State Assessment data from SY19 and SY20 Fall were conducted during our initial CIWP planning session, grade level meetings, ILT meetings, and during data analysis sessions with representatives from both CPS and UC.

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

Increased resources including a leveled reading program for our Dual Language classrooms and MTSS in Spanish, staffing of a part time MTSS teacher, review of Unit Plans to ensure that acceleration and intervention opportunities were in place for all learners.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

F&P levels identified during the first month of school with targeted instruction in place based on that data; a review of instructional tasks and sharing of "Best Practices" by the Math PLC; LLI (Leveled Literacy Intervention) in place for students in small groups and via pull-out; implementation of a Humanities-based literacy program that connects historical and civic content to the reading and writing workshop; integrated literacy and science with an emphasis on "investigations" and non-fiction reading strategies; a wide range of literacy and math supports that are provided online and target specific skills and strategies as identified by the NWEA and/or mClass.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

School-wide mentoring program for Tier 2 and Tier 3 behavioral, academic, or social-emotional concerns; freed counselor (no required case management duties) to provide situational counseling, high school preparation (application process) and college and career guidance; Dual Language program with the goal of students achieving the Pathway to Biliteracy.

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

Working closely with the CPS HR Generalist; seeking high quality candidates from Spain and Latin America through the CPS recruitment office;

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Professional development opportunities include Social-Emotional Learning and Mindfulness, F&P Assessment (leveling) and Interventions, Reading and Writing Workshop (Calkins), Best Practices in Math Instruction; Data Analysis (UofC), Teaching for Biliteracy (Beeman), and the Technology and Science Pilot Program.

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

Email communication via ASPEN and Blackboard to notify parents of upcoming meetings (PAC and BAC), partnership with Concordia Place to offer ESL and Literacy opportunities for parents, content-based topics (math, literacy, science, SEL, technology) at PAC meetings.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Step-Up to Kindergarten Program which provides literacy, math, and SEL support for incoming kindergarten students (priority on students that have not attended a Pre K program).

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Grade level, ILT, and PLCs all use data during meetings and as an indicator for decision making around programs, instructional strategies, and individualized learning.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

MTSS with biweekly progress monitoring for students that are identified as Tier 3. Classroom based MTSS in guided reading/math for students that are identified as Tier 2 with progress monitoring biweekly. Check in-Check out progress monitoring weekly for students identified as Tier 2 or Tier 3 with SEL, academic, attendance, or behavior concerns.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

A comprehensive list of programming will be provided to the PAC through the FACE2 representative. Parents will meet as a team to discuss the offerings and to identify topics of interest based on school-wide need, CIWP priorities, and data analysis.

ESSA Targeted Assistance Program

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.

Parents will be involved in the development and review of the ESSA Parent Plan during monthly PAC meetings. Agendas will allocate time for discussion and sharing of ideas around the plan, the policy and school-improvement efforts. Parents will have a voice in selecting topics for workshops and presenters during the planning phase.

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

PAC Title 1 Organizational Meeting will be scheduled during the first month of school. Date will be determined based on School Opening Day.

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.

Opportunities for parents to offer suggestions will take place at each PAC meeting during a scheduled Q&A with Administrators. In addition, parent organizations such as the BAC, Health and Wellness Committee, FCVL, and LSC all include parent representatives, each with a voice around school-improvement.

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.

Parents will receive a report of their child's performance on the NWEA in reading and math following each assessment window. (Assessment windows are determined by CPS and the Office of Assessment.) PARCC Assessment data will be shared upon receipt from the State. Primary mClass data will be provided to parents (including progress monitoring data) upon completion of the assessment. Goals and strategies for growth will be shared with parents during the first Parent Conferences in November.

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.

All current staff members at Von Linne are deemed "highly qualified" by ISBE as defined in the ESSA Title 1 Final Regulations and are not placed into classrooms unless certification is approved by ISBE. In the event that a staff member is found to be not "highly qualified" parents are notified by letter.

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.

At the beginning of each school year an informational workshop is provided to parents, in both English and Spanish, explaining the following assessments: PARCCs, NWEA, DIBELS/TRC, mClass, and ACCESS. Parents will have the opportunity to meet with classroom teachers to discuss assessments during the Parent Teacher Conference days or by appointment during their child's teacher's planning period.

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.

Parents will be provided the opportunity to register for Parent Portal during our Back to School Open House in August. Additional opportunities for registration will take place during all PAC and BAC meetings. Parents will have a voice in selecting workshop topics for the school year, including literacy and technology training and strategies for strengthening the home/school connections.

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.

Teachers will receive information on recruitment of parent volunteers via the CPS Face 2 liaison during Back to School training sessions. Recruitment sessions will take place during the PAC and BAC meetings and during monthly "Coffee with the Principal" sessions.

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.

To fully encourage and support parents in participating in their child's education, Von Linne will provide early childhood programs/workshops through the OECE. Events (which will take place in the classroom or during PAC meetings) will support the topics selected by the PAC with an emphasis on early learning and family participation.

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.

Any document with information related to school programming, parent activities, student activities, workshops, meetings, or school/community-based functions will be listed on the website (www.linneschool.org) and in the Parent Roar in both English and Spanish. All communication is sent electronically. Teachers will be responsible for collecting valid email addresses at the beginning of the school year and each new enrollment must contain a valid email address. In the event that a parent is unable to access email or text, a school liaison will be assigned to communicate directly with the parent in a non-digital/non text format.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact (Complete)

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

Every child is instructed by a highly qualified staff member who participates in current, research-based professional development. Teachers utilize best practices, integrate technology, and systematically align curriculum to the CCSS and WIDA Standards to ensure that all students possess the skills to be both college and career ready. The school's mission is to "Educate the Whole Child: Preparing them for College, Career, and Global Citizenship".

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.

SY 20-21 Parent Teacher Conferences are scheduled for 11/18/20 and 4/21/21. Our annual Open House is scheduled for 9/4/20.

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

Progress reports will be printed (ASPEN) and distributed on the 5th, 15th, 25th, and 35th weeks of the school year in English and/or Spanish as determined by the language of preference. Report cards will be distributed on the 10th, 20th, 30th, and 39th weeks of school. Parents will be reminded of these dates on the website (www.linneschool.org) and in the Parent Roar.

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

All staff members will be available during their preparation periods. Additional time is available during Parent Teacher Conferences and Open House. In the event that a parent must meet with a parent outside of the regularly scheduled preparation period, arrangements may be made to cover teachers with Educational Support Personnel (ESPs).

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.

Recruitment for parent volunteers will be ongoing. Teachers and staff members will be trained on assisting parents to register as volunteers on the CPS FACE2 website. Opportunities for volunteering include chaperoning on field trips, assisting in the lunchroom, helping in classrooms, supervising students on the playground, and participating in guest reader roles.

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

Parents can support their child's learning by attending school-based activities (workshops, Open House, assemblies), bringing students to school each day and on time, and/or reviewing learning at home (homework/classroom).

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Monthly PAC and BAC meetings will provide parents the opportunity to participate in the decision making process. Administration will be present at each meeting for a Q&A session.

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).

Current programming (Everyday SEL, Class Catalyst, Mindful Practices, Second-Step) help to support students as they internalize the importance of good attendance, positive attitude, and being prepared for learning.

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.

To improve overall communication and provide parents with essential skills by offering workshops and training in both English and Spanish. To increase parent participation by providing transportation to workshops and conferences as well as providing differentiated trainings based on parents' needs and interests.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1226.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$600.00
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)	\$700.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$200.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00