

Robert Lindblom Math & Science Academy HS 2020-2022 plan summary

Team

Name	Role	Email	Access
Wayne Bevis	Principal	wjbevis@cps.edu	Has access
Nicole Luke	Resident Principal	ndluke@cps.edu	Has access
Karen Fitzpatrick	Assistant Principal	kmfitzpatrick@cps.edu	Has access
Kelli Easterly	Assistant Principal	kaeasterly@cps.edu	Has access
Peter Van	Social Studies Department Chair	pavan@cps.edu	Has access
Sasha Villagrana	PBL Coordinator/ESL Lead	svillagrana1@cps.edu	Has access
Brittany Kam	World Language Teacher	bakam@cps.edu	Has access
Marla Reid	Diverse Learner Teacher	meblackburn@cps.edu	Has access
Mary Anne Confer	Librarian	mopysson@cps.edu	Has access
Jeni Crone	Fine Arts Teacher & Climate/Culture Lead	jlcrone@cps.edu	Has access
Maria Emery	JROTC Dept. Chair	miemery@cps.edu	Has access
Meredith Joncha	Student - LSC Rep	mjoncha@cps.edu	No Access
Stephany Flores	10th grader debater	Saflores3@cps.edu	No Access
Zimmie Phillips	11th grade student	zwphillips@cps.edu	No Access
Laila Morris	10th Grade Student	lmmorris1@cps.edu	No Access

Name	Role	Email	Access
Izzy Swift	12th Grade Student	iswift1@cps.edu	No Access
Melissa Gerleve	Art Teacher	mfgerleve@cps.edu	Has access
Clark Charles	Counselor Chair	cbclark3@cps.edu	No Access
Gayden-Barnes Aisis	Student	aggaydenbarnes@cps.edu	No Access
smith caleb	student	cjsmith26@cps.ed	No Access
kwarteng manu	student	makwarteng@cps.edu	No Access
Ken Clark	Staff	kjclark@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/21/2020	Luke, Bevis, Villagrana, Van, Emery, Reid, Crone	SEF Review & Rating
02/11/2020	Luke, Bevis, Villagrana, Crone	Differentiation (Instruction) Restorative Discipline (SEL) MTSS
02/25/2020	Reid, Luke, Phillips, Mueller, Joncha, Flores	Analyze existing data Collect feedback on identified areas of need Pick teams that will be able to set goals
03/10/2020	Clark, Bevis, Luke, Gerleve, Crone, Reid, Villagrana, Gayden-Barnes, Calatayud, Smith, Kwarteng, Phillips, Morris, Emery	Root Cause Analysis
04/02/2020	Fitzpatrick, Luke, Crone, Bevis, Villagrana, Emery, Reid,	Root Cause Analysis
05/08/2020	Luke, Bevis, Villagrana, Emery, Reid	TOA and Action Steps
05/01/2020	Luke, Bevis, Villagrana, Emery, Reid, Crone, Boudreau	Root Cause Analysis TOA

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)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make safe practice an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Lindblom is focused on distributive leadership among teachers, parents, and students. Lindblom's mission and beliefs focus on empowering students to become compassionate leaders who understand, engage, and impact the world. Lindblom's mission and beliefs also encourage a growth mindset that focuses on increasing the number of students who are able to gain acceptance to and pay for highly selective colleges. The adoption and implementation of PBL strategies were based upon the many core beliefs including but not limited to, "We are all teachers and learners" and "we learn as much from failure as we do from success." PBL was only implemented based on recommendations of students, teachers, parents and an administrative panel. Lindblom staff and members of the Lindblom came together last year to rewrite the mission and vision to better align with the vision that all stakeholders have for Lindblom. This work was done as a collective with input from staff, students, community members, and parents. The work that has been done on Lindblom's new mission and vision have helped to refocus the direction in which Lindblom plans to improve student outcomes and ensure student success.
- 4 - 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
 - 4 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
- 4 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)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** The formation of the Learning Equity Team (LET) has been the spearhead for creating a space where school stakeholders can analyze data through an equity lens in order to identify opportunity gaps. Our staff is engaged in an equity PLC that developed a school-wide definition of equity and what it looks like at Lindblom. The LET team is collecting feedback from department chairs and other staff around creating equitable hiring practices. In both settings differentiation and personalized learning have been identified as a best practice to increase equity in the classroom.

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
 - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 4 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
 - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 4 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:** The curriculum "what students should know and be able to do" - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards. Lindblom's curriculum is both vertically and horizontally aligned and broken down to Performance Indicators to support student learning via PBL. The curriculum is revisited at least annually by departments to ensure it reflects both rigor and students needs. Lindblom's curriculum is a living document that teachers can visit and update as departments and/or grade level teams. Lindblom's curriculum and adoption of PBL lays the ground work for personalization of student learning. It provides clear data for teachers to utilize and adjust instruction to meet the students as individuals based on their learning needs/styles. It also allows teachers to begin to craft and implement personal learning paths. Lindblom also ensures that all our students from general education students to LRE 3 to receive engaging and rigorous instruction that supports the needs of the student as an individual. As part of Lindblom's colloquium day, students have opportunities to engage and apply

their learning outside of the classroom as they engage with the community to struggle through and address community concerns.

- 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
 - 4 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
 - 2 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
 - 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:** All instruction is aligned to content-specific standards and the common core. PI's and curriculum maps are constantly evolving to reflect the current landscape of society. We use many and varied styles of teaching/learning including TPRS, TPR, Technology, Comprehensible Input, student-centered, collaborative work, Kagan structures, cooperative learning, and brain breaks. We also provide many enrichment opportunities and apply what the students learn in class in real-world situations with Skype sessions, visiting artists, and online virtual exchanges. Our curriculums are tied to student experiences and environments, current events and financial literacy instruction, projects focused on local and national issues, civic action projects. We use comprehensive, project-based assessments where we establish clear expectations for what the work product shall be. Students have a greater understanding of the concepts covered given their familiarity or understanding of what they are creating. The peer feedback/reviewed/assessed nature of projects allows students to note class-wide progress and often instills a desire to hone to or to exceed the norm. There is still a need for growth in personalizing instruction and differentiating given our focus on equity and access.
- 4 - 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
 - 4 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
 - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 4 Utilize assessments that measure the development of academic language for English learners

- 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Lindblom has adopted a school-wide Proficiency-Based Learning approach that supports and encourages students to take ownership of their learning. It does so by ensuring that all instruction is standards-based and students receive scores for specific skills that are continually tracked over time. The system increasing students buy-in and motivation by encouraging all students constantly revise Performance Indicators where they are not meeting or exceeding mastery. As a result, students are continually focused on Mastery of each Performance Indicator and can clearly identify what area they need to show improvement. Additionally, departments/content area teams are allocated time to work together to align/revise curriculum, align levels of rigor to Performance Indicators, calibrate grades, and analyze student assessments to drive instruction. As part of PBL, teachers are implementing best practices that are based on student evidence and research that provide students the opportunities to demonstrate their skills through various types of assessments.
- 2 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
 - 1 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)
 - 1 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)
 - 4 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)
 - 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)
 - 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)
 - 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)

- 3 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)
- 3 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)
- 1 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)
- 1 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)
- 1 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:** Structures are strong and in place, however, the communication and follow-through of the MTSS plans are what the school teams struggle with. The school teams provide specific interventions for students within house teams - set goals with students, set up tutoring schedule that they can follow, provide support for specific social/emotional and academic transition or lasting concerns. Some measures take place in certain structured intervention teams, such as the Houses, Behavioral Health Team, and Climate and Culture, but not all operate under a more formal framework with consistencies such as long-term data collection and formal communication with families.

- 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
 - 4 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:** Lindblom has a vertical alignment from grade 7-12+ to ensure all students are provided with the opportunity to apply for and be accepted to the school of their choice. All classes are rigorous and are meant to prepare students for college level courses. PBL was envisioned as a goal to ensure that our students' GPAs reflect their knowledge/skill level so that they may have more collegiate opportunities. Lindblom ensures that we have a full counseling staff to provide support for our students to matriculate from 7th grade to college successfully. Lindblom ensures that we have a high-quality college coach on staff to provide additional support to our seniors as they pursue the colleges of their choice and seek funding to make college not only achievable but also affordable. Lindblom is currently developing a socio-emotional curriculum that supports our students via advisory that is vertically aligned to prepare students for social-emotional development in high school and collegiate life. Lindblom has developed Habits of Life Longers that teachers use to provide regular feedback to students about their executive functioning skills and other non-academic skills needed to be successful in college and life beyond.

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)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Relationships drive the culture of our classrooms. Our students are successful because they trust their teachers. This is due to teachers truly caring not just about a student's attainment but also about them as a person. Interactions throughout the school reflect the high level of respect between students and between teachers and students. During instruction, within the classroom, and outside the classroom is built upon the relationships between people and truly caring about each other. Lindblom designs its bell schedule to ensure that students in grades 7 - 12 receive instruction and receive support from a team of HOUSE (grade-level) teachers. This is the first year the HOUSE structure has existed for grades 10-12. This allows teachers and students to form close relationships and to ensure that an academic or socio-emotional support system can quickly be put in place when needed for students. Lindblom's staff cares for the students and places a high value on their needs and their opinions which is evident in students feeling comfortable enough to address issues and concerns

with any of Lindblom's staff. Lindblom's bell schedule is the result of listening to and allowing students to create a schedule that fits their needs. This results in students looping with the same advisory teacher for their entire high school career. The advisory teacher becomes a confidant and a friend that is always there for the students and will engage in regular "check-ins" with their advisory students. As part of the colloquium day, Lindblom activity pursues opportunities to engage students in learning outside of the school building and help students to find passions outside of their core content areas. This allows for our students to learn about the community but to also connect with residents on an individual as they serve the community and continue to reflect the mission of Lindblom as they develop into compassionate leaders. Although teachers have opportunities to collaborate within their course teams and departments, the Equity PLC's provide opportunities for staff across content areas to build community in a learning space.

- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Lindblom's students have a voice and use it to make changes to the school. Lindblom is here to reflect the needs of students and it does so by listening to and adjust to student input through meetings with staff, surveys, and presentations provided by students. Lindblom also has clubs/sports that reflect the interests of students. The bell schedule is also designed by students. Courses offered via colloquium are introduced based on the request and interest of students. Lindblom's club, athletics, and courses are open for all students to participate. All students are encouraged to participate in the many offerings as Lindblom encourages students to explore what they are passionate about. If an offering is not available, then students are encouraged to find a club sponsor so that the club can come into existence. This year we are developing an internal platform for student choice in schedules and classes. It will be a google form that allows students to select the courses they want to pursue. Counselors review all selections to ensure that students' choices keep them on track for graduation and college. Lindblom still utilizes the Enriching Students flex software which allows students to sign up weekly for academic courses they feel they need the most support in for that week, allowing for a greater sense of student ownership among our students. Lindblom has multiple subcommittees in its Student Voice committee. The committee identifies areas of student concern and then problems solve and present solutions to the Lindblom Principal and staff. The committee and Lindblom staff then collaborate together to determine the best way to implement proposals and provide information/awareness to everyone in the school.
- 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:** Lindblom's students have a high level of autonomy that results in a safe orderly environment. This is possible because the school sets clear expectations for students in order to maintain safety and the academic environment is not disrupted. Lindblom also provides security to ensure student protection within and outside the school. Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- 2 - Supportive and Equitable Approaches to Discipline
 - 1 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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:** One of Lindblom's core beliefs is that "We learn as much from failure as we do from success." This applies not just to our academic approach but also our approach educating our students around appropriate behaviors. When students make mistakes, we work with the student to ensure that it becomes a learning opportunity so that the student understanding how their actions impact others and how to ensure such actions do not happen again in the future. We also ensure there is a restoration of trust between impacted parties. Until that trust is restored, harmony cannot exist. Some examples of restorative approaches that have been used to help students restore trust are peace circles, peer conferences, and reflection discussions between student and teacher.
- 3 - Family & Community Engagement
 - 3 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).
 - 2 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)
 - 3 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)
 - 3 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:** Lindblom's success with students is the result of the partnership between the school, the student and the parent. Students cannot be successful unless all partners are supporting each other. Lindblom's families are always welcomed within the school and there are many opportunities for parents to engage including but not limited to ALSC, PAC, college planning sessions, boosters, performances, family nights, and volunteering. There is constant communication via social media (ie. Google Classroom, Remind), lindblomeagles.org, phone calls, emails, monthly newsletter, and in-person meetings. As technology is constantly changing and evolving, Lindblom's teachers are often at the front of adoption of new technology that supports student education. At times, this evolution of education technology leaves parents out of the communication loop or there are multiple platforms that inundate parents with too many sites to monitor. Lindblom is working to use common forms of communication, such as Google Classroom and Remind to help keep parents on the same page with Lindblom's announcements, students grades and assessments, and any additional information that would be important to our families. Establish a non-threatening, welcoming environment that is warm, inviting, and helpful. For the 2019-2020 year, we have initiated a BAC for parents of ELL students to receive the services and supports they need in order to be successful.

School Excellence Framework Priorities

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

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	Differentiation in Instruction
Root Cause 1	Many teachers still do not understand what differentiation in instruction looks like. Teachers overall have inquiries about how differentiation can be sustainable and can be implemented in block scheduling. Teachers also need more adult learning opportunities. Teachers need planning time and resources to better its implementation. Differentiation is not explicitly asked for in planning documents (i.e. unit plans and course maps). AP Classes can be restricted with differentiation implementation because of content and time crunches.
Area of Critical Need 2	Differentiation in Instruction
Root Cause 2	There is no MTSS Team. The district proposed a new way of documenting MTSS and paperwork that was required and there was pushback from teachers. This was started during the implementation of PBL, and MTSS got lost due to tremendous change. House meetings were and still are being used to document interventions. Referrals for services come from parents, not staff because there is no official procedure. We begin discussing

	MTSS at the beginning of the year PD but efforts often get lost throughout the year. Too many places for things to be documented. Lack of clarity around where this should take place.
Area of Critical Need 3	MTSS
Root Cause 3	As a school we are too focused on academics to see the importance of SEL. There are assumptions that selective enrollment students have access to outside support so SEL is not needed. Students who are tracked into our selective enrollment school tend to have high levels of emotional persistence and grit, which can mask their personal struggles to others, this limits the urgency for staff implementation. As a result, students at Lindblom suffer from high levels of anxiety and depression. As a school, we need to find a way to identify this coping strategy as a symptom of distress. Teachers don't have opportunities for professional learning, concrete implementation and feedback for SEL. Planning is not explicitly around SEL in unit and course maps. There is also a wide range of understanding of what SEL is. Understanding is needed around implementing SEL and assessing SEL.
Area of Critical Need 4	School-wide SEL implementation

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: College Readiness PSAT We chose this metric because it can reflect the results of the instructional changes such as differentiation and academic interventions implemented by a formalized MTSS process.	Students with IEPs		55.00	57.00
	Overall		94.00	95.00
	Students with IEPs		55.00	57.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: College Readiness PSAT The differentiation and MTSS systems allow us to provide more equitable access to curriculum and instruction.	FRL Eligible		95.00	97.00
SQRP: PSAT 9 Annual Growth Percentile The differentiation and MTSS systems allow us to provide more equitable access to curriculum and instruction for all student priority groups.	FRL Eligible		95.00	96.00
	Latinx		98.00	99.00
SQRP: PSAT10 Annual Growth Percentile-Math Targeted instruction based on students' skill needs as identified by the college board will guide how we are able to provide better access to growth for all students in 10th-grade math.	Latinx		20.00	22.00
	African American		10.00	12.00
SQRP: College Persistence Rate We chose this metric because it is our mission to ensure students are developing the students we send to college into compassionate leaders that can persist through a rigorous institution.	Overall		88.00	90.00
	Male		88.00	90.00

Required metrics (Highschool) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Well Organized				95.00	95.00

Custom metrics (0% complete)

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

Strategies

Strategy 1

If we do...	provide additional support for teacher professional learning around differentiation and resources for teachers.
Then we see...	increases in instructional practices that are targeted to student-specific needs.
which leads to...	higher outcomes for our middle tier and higher-performing students on our student outcome data. More equitable instruction for all students specifically EL and DL learners.
Budget Description	Teachers need professional development around differentiation, self-paced learning, and team scoring calibration. Personalized learning professional development, such as LEAP training for teachers and continual IXL support. Professional learning opportunities that model best practices for developing curriculum through a personalized lens and implementing high impact instructional strategies that support proficiency-based learning, differentiated instruction, and self-paced learning. Technology that supports all content areas and allows for personalized learning/targeted instruction (ie text to read software in English and Social students for struggling readers, EL, and DL students). Recording software for teachers to create instructional videos with captions.
Tags	Instruction, Budget & Grants, CBE: Adaptive Pacing, CIDL: Curriculum, Personalized Learning: Authentic Learning, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, Science: Curriculum, Science: Equitable Access
Action steps	<ul style="list-style-type: none"> • (Completed) Form a differentiation committee of teacher-leaders that will engage teachers in the practices of differentiation in multiple ways. Tags:Instruction, Personalized Learning: Learner Focused • (Completed) Determine two focus areas around differentiation based on Leap framework or CPS PL framework. Research and plan a year-long professional development calendar for teachers around their identified areas. Tags:Instruction, Personalized Learning: Tailored Learning/Differentiation • (Not started) Implement the planned professional development calendar. Also, differentiation committee members will become personalized learning leads from their training with CPS PL department. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation • (Not started) Starting with the differentiation committee as a pilot, develop opportunities for teachers to observe each other in ways they can implement differentiation in the classroom using instructional rounds with tuning protocol options.

	<p>Tags:Instruction, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (On-Track) The committee would also ensure the sustainability of differentiation in future years and for new teachers. The committee would develop an online hub of resources for new and existing teachers to be able to quickly go to for support in planning. <p>Tags:Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> (Not started) Progress monitoring with a tool that is developed by the differentiation committee that includes student work protocol (high, medium, and low students), multiple entry points for lessons, and is modified from the LEAP framework. The CPS PL framework would also be incorporated into this tool. This would be used to measure the growth of implementation by teachers. <p>Tags:Personalized Learning: Learner Focused</p>
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Strategy 2

If we do...	a clear connection between strong SEL skills and academic success and provide professional development and committees formed to support SEL instruction and Set a comprehensive SEL program for all grades, while leveraging the things teachers are doing already. Additionally, if we develop systems to support the reentry of students into school with SEL supports post-COVID 19.....
Then we see...	See students that are reflective of their own SEL growth and students that feel safe and supported in school...
which leads to...	Increases in attendance, retention, and graduation rates.
Budget Description	Staff professional learning around SEL integration in classrooms. Access to CASEL evaluation models and training for staff. SEL assessment guide for school programs and individual classes. Ways to enhance partnership with Lurie's Children Hospital.
Tags	CBE: SEL Integration, OSCPA: Social/Emotional Support, OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Develop SEL action plan for the Covid-19 school return. <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> (Not started) Develop a staff-wide definition of social-emotional learning that includes a response to trauma prevention and early detection of trauma. <p>Tags:OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> (On-Track) Provide time for teachers to add or highlight already existing SEL components in their unit plans and course maps. We will use the CPS SEL

	<p>implementation rubric to support the analysis and integration of SEL elements. Our Lurie's partnership will explore classroom strategies and interventions to address trauma.</p> <p>Tags:OSCPA: Social/Emotional Support, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (Not started) Create an SEL curriculum alignment that matches SEL skills with projects and assessments developed across Colloquium curriculum, content area courses, and student internships/dual credit opportunities <p>Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (On-Track) Conduct cycles of student feedback around their SEL needs and areas of growth. <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> • (On-Track) Add an MTSS and SEL branch to the Lindblom intervention map <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> • (Not started) Conduct an SEL Walkthrough using the SEL tool provided in the CIWP companion guide and CASEL components. <p>Tags:CBE: SEL Integration, OSEL: Supportive Classroom Environment</p>
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Strategy 3

If we do...	Implement school-wide systems and structures for addressing student academic interventions and making referrals at the house level, develop a formalized procedure for implementing and engaging in MTSS.
Then we see...	consistent and sustained implementation of interventions for students.
which leads to...increased equitable access to quality instruction and increased academic support for all students.
Budget Description	Same access to technology and tools for differentiation and implementing interventions. Training for house leads around progress monitoring interventions. Tools and time for MTSS data collections and analysis. Develop tools and resources for effective goal setting for students.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership

Action steps	<ul style="list-style-type: none"> • (On-Track) Create clearly defined roles for MTSS Lead and House Lead. Define tiers and indicators within the 3 tiers (academically and behaviorally). Define the supports already in place for MTSS. Tags:MTSS • (On-Track) Present current status of MTSS to the staff and how we compare to the MTSS Rubric. MTSS lead engages teachers in understanding the MTSS rubric and works as a thought partner in helping the house leads implement elements of the MTSS rubric in house data tracking trackers. Tags:MTSS • (On-Track) Train house leads and teachers to use Aspen for data collection and referrals. Develop expectations around frequency of updates. Tags:MTSS, MTSS: Progress Monitoring • (Completed) Set MTSS goals that should be used at the house level. Tags:MTSS • (On-Track) Create a quarterly calendar for MTSS team intervention follow-up between teachers, counselors, student support services teams (DL and EL) to further support regular progress monitoring across the school. Reference the CPS MTSS Implementation framework guide. Tags:MTSS • (On-Track) Develop systems and structures for student interventions and catch up post-Covid 19. Develop key indicators for students who need support in the different tiers (ie what makes a student of concern?). Create and Utilize the menu of intervention support that are tier specific for those students. Tags:MTSS: Curriculum & Instruction
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Action Plan

Strategy 1

Completed Nov 30, 2020

Form a differentiation committee of teacher-leaders that will engage teachers in the practices of differentiation in multiple ways.

Jul 01, 2020 to Jul 11, 2020 - differentiation committee

Completed Nov 25, 2020

Determine two focus areas around differentiation based on Leap framework or CPS PL framework. Research and plan a year-long professional development calendar for teachers around their identified areas.

Jul 13, 2020 to Aug 21, 2020 - differentiation committee, administrative team, Lindblom equity team

Starting with the differentiation committee as a pilot, develop opportunities for teachers to observe each other in ways they can implement differentiation in the classroom using instructional rounds with tuning protocol options.

Aug 31, 2020 to Jun 30, 2021 - differentiation committee

On-Track Nov 06, 2020

The committee would also ensure the sustainability of differentiation in future years and for new teachers. The committee would develop an online hub of resources for new and existing teachers to be able to quickly go to for support in planning.

Aug 31, 2020 to Feb 05, 2021 - differentiation committee

Not started Nov 13, 2020

Implement the planned professional development calendar. Also, differentiation committee members will become personalized learning leads from their training with CPS PL department.

Aug 31, 2020 to Jun 30, 2021 - differentiation committee

Progress monitoring with a tool that is developed by the differentiation committee that includes student work protocol (high, medium, and low students), multiple entry points for lessons, and is modified from the LEAP framework. The CPS PL framework would also be incorporated into this tool. This would be used to measure the growth of implementation by teachers.

Feb 08, 2021 to Jun 20, 2021 - differentiation committee

Strategy 2

Not started Nov 25, 2020

Develop a staff-wide definition of social-emotional learning that includes a response to trauma prevention and early detection of trauma.

Aug 24, 2020 to Sep 30, 2020 - Culture and Climate team, BHT team

On-Track Nov 25, 2020

Provide time for teachers to add or highlight already existing SEL components in their unit plans and course maps. We will use the CPS SEL implementation rubric to support the analysis and integration of SEL elements. Our Lurie's partnership will explore classroom strategies and interventions to address trauma.

Aug 01, 2020 to Sep 30, 2020 - department chairs, culture and climate team, BHT team

On-Track Nov 25, 2020

Conduct cycles of student feedback around their SEL needs and areas of growth.

Oct 01, 2020 to Jun 01, 2021 - department chairs, culture and climate team, BHT team

Create an SEL curriculum alignment that matches SEL skills with projects and assessments developed across Colloquium curriculum, content area courses, and student internships/dual credit opportunities

Aug 24, 2020 to Jun 01, 2021 - department chairs, culture and climate team, BHT team

Develop SEL action plan for the Covid-19 school return.

Jul 01, 2020 to Aug 31, 2020 - Culture and Climate, BHT

On-Track Nov 25, 2020

Add an MTSS and SEL branch to the Lindblom intervention map

Oct 01, 2020 to Oct 31, 2020 - Culture and Climate, BHT

Not started Nov 25, 2020

Conduct an SEL Walkthrough using the SEL tool provided in the CIWP companion guide and CASEL components.

Oct 01, 2020 to Nov 20, 2020 - department chairs, culture and climate team, BHT team

Strategy 3

Completed Nov 25, 2020

Set MTSS goals that should be used at the house level.

Sep 01, 2020 to Sep 30, 2020 - House Leads, administration

On-Track Nov 25, 2020

Create a quarterly calendar for MTSS team intervention follow-up between teachers, counselors, student support services teams (DL and EL) to further support regular progress monitoring across the school. Reference the CPS MTSS Implementation framework guide.

Aug 01, 2020 to Aug 29, 2020 - MTSS Lead

On-Track Nov 25, 2020

Present current status of MTSS to the staff and how we compare to the MTSS Rubric. MTSS lead engages teachers in understanding the MTSS rubric and works as a thought partner in helping the house leads implement elements of the MTSS rubric in house data tracking trackers.

Aug 24, 2020 to Sep 12, 2020 - MTSS Lead, House Leads

On-Track Nov 25, 2020

Create clearly defined roles for MTSS Lead and House Lead. Define tiers and indicators within the 3 tiers (academically and behaviorally). Define the supports already in place for MTSS.

Aug 01, 2020 to Aug 29, 2020 - MTSS lead, House Leads

On-Track Nov 25, 2020

Train house leads and teachers to use Aspen for data collection and referrals. Develop expectations around frequency of updates.

Jul 01, 2020 to Aug 16, 2020 - House leads, administration

On-Track Nov 25, 2020

Develop systems and structures for student interventions and catch up post-Covid 19. Develop key indicators for students who need support in the different tiers (ie what makes a student of concern?). Create and Utilize the menu of intervention support that are tier specific for those students.

Sep 01, 2020 to Oct 31, 2020 - MTSS Lead, House Lead

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.

[]

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.

Lindblom's student needs are assessed at a department level based on student outcome data.

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

Our identified critical areas of need highlight these areas.

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.

Lindblom's professional learning communities allow teachers and staff to engage in scientifically-based research in order to strengthen instruction and understanding of student data.

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).

Schoolwide reform strategies that address student needs are incorporated into our flexible scheduling days.

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

Recruitment by teacher department chairs as well as a development of the hiring practice protocol by the Lindblom equity team.

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.

Lindblom's professional learning communities allow teachers and staff to engage in scientifically-based research in order to strengthen instruction and understanding of student data.

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

Strategies to increase parent involvement, such as family literacy services will be implemented by the BAC and PAC

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.

N/A

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.

Teacher feedback is solicited routinely throughout the school year

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.

Flexible scheduling during our Wednesday colloquium days allows for increased student support.

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.

n/a

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.

Lindblom and its PAC will review and revise annually at the June meeting

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

Lindblom's Title 1 meeting is held the same night as the Annual Back to School Night. Lindblom's PAC meeting schedule will be established by the PAC at the beginning of each school year.

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

The PAC and ALSC will hold monthly meetings that will have opportunities for parents to raise questions or request information. Other requests will be responded to by the administration as they arise.

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.

Reports will be shared as they are made available by Chicago Public Schools

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.

Parents will be immediately notified by letter if/when their child has been assigned to or taught by a teacher who is not "highly qualified."

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.

Parents will be provided annual sessions on how to access CPS systems and their connection to content standards at the request of the PAC. This will also be provided through new parent orientation.

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 annual sessions on how to access CPS systems and their connection to content standards via PAC meetings. This will also be provided through new parent orientation.

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.

Parent involvement and communication expectations are established in the Lindblom staff handbook. During new staff orientation, staff is trained on expectations and how to best approach parent involvement.

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.

When corresponding with parents, we will do our best to ensure that the correspondence is in the parents' first language. We will also make use of translators and our website has a translation feature. Google translate will be used when feasible.

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.)

Lindblom is an inclusive, challenging, and supportive community that empowers students to become compassionate leaders who understand, engage, and impact the world.

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.

Lindblom will hold parent-teacher conferences twice annually on the dates established by CPS. Parents will have an opportunity to sign up for 10-minute meetings online in prior to the day of conferences.

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

We encourage parents to utilize JumpRope & parent portal to monitor their child's progress. Progress reports will be emailed to parents every 5 weeks. They will be printed upon parent request.

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

Staff is always available via email. Staff is also available for meetings during report card pick up and by appointment

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.

Parents are encouraged to volunteer in our college readiness programs. Parents are also able to observe classrooms when requested in advance.

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

All parents are asked to use parent portal and Jumpro.pe to actively monitor student grades and attendance

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

Parent meetings are called whenever big decisions are being made. There are often grade-level meetings throughout the year as well as school-wide parent meetings on various topics.

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).

Through our academy programs, students are committed to good attendance, utilizing academic supports, and utilizing the executive functions curriculum.

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.

Monthly meetings focused course selection, AP/Dual Enrollment and SEL.

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.	\$1000.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$1170.00
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)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
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.	\$1000.00

53306	Software Must be educational and for parent use only.	\$2000.00
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
