



Carl von Linne Elementary School / Plan summary

2020-2022 plan summary

Team

Name	Role	Email	Access
Renee Mackin	Principal	rpmackin@cps.edu	Has access
Gabriel Parra	Assistant Principal	gaparra@cps.edu	No Access
Jodi Mahoney	Tech Co/Tech Teacher	jimahoney@cps.edu	No Access
Jessica Nixon	Case Manager-Sped Lead and LSC	jlstachulski@cps.edu	No Access
Aleksandar Jovanovic	School Counselor	ajovanovic@cps.edu	No Access
John Benetti	Middle School Lead-ILT	jibenetti@cps.edu	No Access
Allison Epstein-Miranda	DLC/ELPT/Parent	aepstein@cps.edu	No Access
Patti Moevoy	3/4 Lead-ILT	pamcevoy@cps.edu	No Access
Nelida Renteria	1/2 Lead-ILT/Parent	nperez1@cps.edu	No Access
Ana Martinez	School Clerk-Lead ESP and LSC	amartinez241@cps.edu	No Access

Self-assessment

Renee Mackin (Jan 22, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Community and parent representatives will be recruited during our next LSC meeting. Upcoming ILT meetings have CIWP listed on the agenda.

Yes The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

Yes	The CIWP team includes people who are responsible for implementing, those with institutional memory, and those most impacted.
Yes	The CIWP team includes staff reflecting the diversity of student demographics and school programs. The CIWP team should include content leads, program coordinators, staff serving student groups who are historically disadvantaged, etc.
Somewhat	The CIWP team includes parents, community members and LSC members.
Yes	All CIWP team members are meaningfully involved in the planning process for CIWP components as it relates to the CPS Spectrum of inclusive Partnerships and as appropriate for each stakeholders role. (Resource: CPS Spectrum of Inclusive Partnerships)

Renee Mackin (Jan 23, 2020)

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

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

Team meetings

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

School Excellence Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement Expand all

3

Leadership for Continuous Improvement

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

Evidence

3

Structure for Continuous Improvement

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

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 "C" 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 Expand all

3
Relational Trust

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

Evidence

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.

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

Self-assessment

Renee Mackin (Jan 31, 2020)

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

Yes	Ratings are provided for all SEF categories and sub-categories.
Yes	Ratings can be supported by available evidence.
Yes	Students are consulted for determining SEF ratings.

School Excellence Framework Priorities

Score Framework dimension and category

3 Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading

Area of focus ☐= Not of focus

1	2	3	4	5	☐
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3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1	2	3	4	5	⊘
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1	2	3	4	5	⊘
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	1	2	3	4	5	⊘
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1	2	3	4	5	⊘
3	Quality and Character of School Life: Family & Community Engagement	1	2	3	4	5	⊘
3	Quality and Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	1	2	3	4	5	⊘
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	1	2	3	4	5	⊘
4	Quality and Character of School Life: Physical and Emotional Safety	1	2	3	4	5	⊘
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	1	2	3	4	5	⊘

Self-assessment

Renee Mackin (Apr 22, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes Root causes are used to identify 3 to 5 SEF categories are selected as priority areas.

Yes Selected priority areas reflect capacity of the staff to achieve progress in each area within two years.

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: 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

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 (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)	(Blank)
			(Blank)	(Blank)
			(Blank)	(Blank)
			(Blank)	(Blank)

Required metrics (Elementary)

133% complete

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

Custom metrics

0% complete

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

Self-assessment

Renee Mackin (Feb 12, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

We need to schedule another session to revisit based on additional deep dives (EL).

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.

Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
Yes	Goals: Goals seek to address opportunity gaps by embracing the principles of targeted universalism.
Somewhat	Goals: Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
Yes	Root cause analysis: Each root cause analysis engages students, teachers, and other stakeholders closest to each area of critical need, if they are not already represented by members of the CIWP team.
Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Renee Mackin (Feb 12, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

a

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
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Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Renee Mackin (Feb 14, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

We will need to meet again on 2/26 to debrief our deep dive on 5 Essentials Data.

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.
Yes	Areas of critical need: Data sources analyzed reflect all dimensions of the School Excellence Framework: Culture & Structure for Continuous Improvement, Depth & Breadth of Student Learning & Quality Teaching, Quality & Character of School Life.
Yes	Goals: Goals are ambitious and attainable based on applicable baselines, trend data AS WELL AS anticipated strategies and unique school contexts.
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Yes	Root cause analysis: The CIWP Team engages in a protocol to that identifies root cause, typically system-based. Identified root causes are those that the school can impact and are not descriptive of a stakeholder group.
Yes	Root cause analysis: Root causes are articulated in specific detail.
Yes	Root cause analysis: Root causes provide a logical link between each Area of Critical Need.

Renee Mackin (Apr 22, 2020)

Overall assessment: **4 (nearly all/all practices evident)**

Yes	Areas of critical need: Areas of critical need are informed by findings from previous analysis of relevant and recent data.
Yes	Areas of critical need: Areas of critical need reflect findings from new data analysis.

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

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.

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

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, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Create a team of literacy teacher leaders.

ILT and Administration

Aug 31, 2020 to Sep 4, 2020

On-Track

Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Distributed Leadership

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.

Administration

Jul 6, 2020 to Jul 27, 2020

On-Track

Leadership for Continuous Improvement, Structure for Continuous Improvement, Teacher Leader Development & Innovation: Teacher Teams

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.

ILT; Literacy PLC; Administration

Sep 17, 2020 to Jan 21, 2021

Not started

Instruction, Literacy: Key Practice #3-Frequent Process-based Writing, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction

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.

Administration

Aug 3, 2020 to
Sep 8, 2020

Not started

Curriculum, Teacher Leader Development & Innovation: New Teachers

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.

Literacy PLC;
Administration

Nov 6, 2020 to
Dec 4, 2020

Postponed

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, MTSS: Curriculum & Instruction, OSEL: SEL Instruction

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.

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

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

Area(s) of focus:

1

Action step

Identify members that will lead the math PLC.

Responsible

ILT and
Administration

Timeframe

Aug 31, 2020 to
Sep 4, 2020

Status

On-Track

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

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.

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

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

Area(s) of focus:
 3

Action step	Responsible	Timeframe	Status
Meet with parent leaders to debrief on SY20 agendas, purchases/spending, roadblocks, and goals.	Administration	Jul 6, 2020 to Aug 3, 2020	On-Track

FACE2: Parent Engagement, FACE2: Title 1 PAC

Set dates for PAC Informational Meeting; Set BAC Meeting Dates; LSC Organizational Meeting;	Administration	Jul 6, 2020 to Sep 8, 2020	Completed
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Family & Community Engagement, FACE2: Local School Council, FACE2: Title 1 PAC

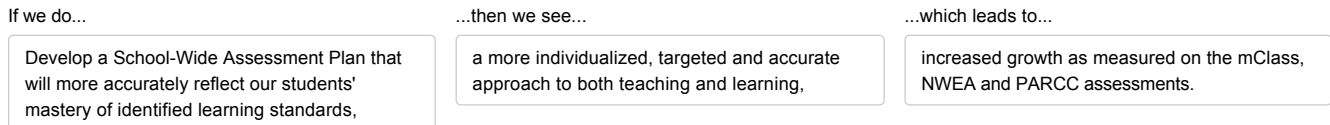
Schedule regular Parent/Administration meetings by grade level (Coffee with the Principal).	Principal	Oct 2, 2020 to Jun 4, 2021	On-Track
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Leadership for Continuous Improvement, Family & Community Engagement, FACE2: Parent Engagement

Develop a parent learning plan that will include workshop titles, speakers/facilitators, parent support, and a list of necessary resources.	PAC and BAC members; Administration; DLC	Sep 28, 2020 to Oct 9, 2020	On-Track
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Family & Community Engagement, FACE2: Parent Engagement, FACE2: Title 1 PAC

Strategy 4



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

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

Area(s) of focus:
 2

Action step	Responsible	Timeframe	Status
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.	Math PLC; Administration; ILT	Jul 6, 2020 to Sep 1, 2020	Not started

Assessment: Balanced Assessment and Grading

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.	Literacy PLC; Administration; ILT	Jul 6, 2020 to Sep 1, 2020	Not started
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Assessment: Balanced Assessment and Grading

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.

Science Team;
Administration; ILT

Jul 6, 2020 to
Sep 1, 2020

Not started

Assessment: Balanced Assessment and Grading

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.

Enrichment Team;
Administration; ILT

Jul 6, 2020 to
Sep 1, 2020

Not started

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.

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

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

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Create a behavioral health team, SEL Team/advisory committee.	Administration; School Counselor	Jul 6, 2020 to Aug 3, 2020	Completed

OSEL: Supportive School Environment, Teacher Leader Development & Innovation: Teacher Teams

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

Status history



ON-TRACK Sep 23, 2020
Evidence
See Time Sheets and Notes for Evidence

COMPLETED Aug 18, 2020
Evidence
Sign-in sheets

ON-TRACK

Jul 13, 2020

Evidence

Creation of a Literacy/Humanities leadership team. Teachers will meet 4 hours over the course of the summer (via Google Meet) to align the social studies component of Humanities across 3rd-8th grade. Updates will be made to the curriculum maps and units will be adjusted.

Materials recommendations and dissemination of plans will take place during the PD week in September.

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

Status history



ON-TRACK Aug 31, 2020

Evidence

A grade level schedule was created, presented to faculty, and posted in the Linne Staff Handbook.

Released Literacy time will take place when we return to either a hybrid or full time model.

COMPLETED Aug 18, 2020

Evidence

Linne Staff Handbook

+ 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

Status history

+ 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

Status history

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

Status history



POSTPONED Sep 04, 2020

Problem

Teachers are not physically present in the building.

Root Cause

Schools have been shut down and remote learning is taking place due to Corona-19 Virus.

Next steps

Once our District moves into a "Hybrid" model and teachers return to the building, an assessment will take place.

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

Status history

Sep 7

ON-TRACK

Sep 07, 2020

Evidence

During the Week 1 professional development sessions our math team (composed of representatives from each grade level) created a Math Teacher Google Classroom. Throughout the first few weeks of school teachers have been sharing strategies, resources (online and print) and teaching suggestions in the Google Classroom.

The Math Teacher Google Classroom is open for all to use.

No schedule provided for Google or in person meetings.

Funding was allocated in May, 2020 for out of school meeting sessions.

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

Status history

Sep 21

ON-TRACK Sep 21, 2020

Evidence

Google Meet date for debrief of SY20 expenditures and workshops is set for October 6, 2020. PAC Officers invited.

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

Status history

Sep 4

COMPLETED

Sep 04, 2020

Evidence

LSC Organizational Meeting for SY21: July 13, 2020 5:00 pm (Google Meet)

PAC Informational Meeting for SY21: October 13, 2020 12:00 pm (Google Meet)

PAC Organizational Meeting for SY21: October 16, 2020 12:00 pm (Google Meet) with monthly meetings determined by the elected officers/members

BAC Organizational Meeting for SY21: September 22, 2020 with quarterly meetings on October 27, 2020, November 24, 2020, January 26, 2021, March 23, 2021, and May 25, 2021 (3:00pm)

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

Status history

Aug 17

ON-TRACK

Aug 17, 2020

Evidence

Principal, AP and DLC conducted Google Meets with parents before the start of the school year providing information on Remote Learning, Dual Language Immersion programs, Hybrid models of instruction, and Back to School events.

Parent updates were sent out prior to the start of school in September. Updates have continued throughout the month of September and will continue on a weekly or bi-weekly basis.

BAC Meeting dates were selected. The first BAC meeting (elections) will take place on September 22, 2020 at 2:00 with 5 remaining meeting dates voted on during the meeting.

The PAC Annual Meeting (run by the principal) will take place on October 14, 2020 and the PAC Organizational Meeting (elections/determination of dates) will take place on October 16, 2020. Both will take place at 2:00 via Google Meet.

Parent Surveys will be administered via the weekend parent updates with results shared at LSC meetings.

Google Meetings will be scheduled monthly beginning in October by grade band. Spanish meetings will be included.

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

Status history

Sep 11

ON-TRACK

Sep 11, 2020

Evidence

BAC Topics will include:

10/27/20--Early Literacy in English and Spanish

11/24/20--

1/26/21--

3/23/21--

5/25/21

PAC Meeting Topics will include:

November-

December-

January-

February-

March-

April-

May-

June-

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

Status history

✚ 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

Status history

✚ 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

Status history

✚ 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

Status history

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

Status history



COMPLETED

Sep 11, 2020

Evidence

Behavioral Health Team (BHT) :

School Counselor, Nurse, Case Manager, School Social Worker and School Psychologist

Meet weekly on Fridays beginning on September 11, 2020 to discuss specific concerns related to students.

ON-TRACK

Aug 26, 2020

Evidence

Purchased the following supports for SEL:

10 Additional SEL Mentor texts at various grade levels

30 Copies of Classroom Yoga Mentor Text

30 Sets of Classroom Yoga Posters (for use in classrooms)

Site License for Class Catalyst (Awaiting CPS approval)

ON-TRACK

Aug 24, 2020

Evidence

List of Trainings for Week 1 PD:

9/1/20 Everyday SEL Mentor Text (New Staff) Overview (Jovanovic/Mackin)

9/1/20 Class Catalyst Training (Jovanovic) for New Staff and Second Grade (Refresher for anyone interested)

9/4/20 SEL Scheduling (Jovanovic) for homeroom teachers

Fund Compliance

ESSA Program

ESSA Schoolwide Program

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

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

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

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.

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

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

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

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

N/A

School-Parent Compact

Complete

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

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, **Teacher Presenter/ESP Extended Day**
 52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	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.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00