2018-2020 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
02/07/2018	ILT Members	Self-Assesment
02/21/2018	ILT Members	Goal Setting
03/07/2018	ILT Members	Framework
02/28/2018	LSC	CIWP
03/08/2018	Grade Level Meetings	Framework
03/12/2018	Administrative Team	Goal Setting/Framework
03/21/2018	ILT Members	Framework

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 **3** 4

5 Essentials Data indicates that 100% of surveyed teachers agreed or strongly agreed that the leadership team provides the support they need to improve their teaching, clear expectations for meeting instructional goals, and useful feedback to improve their teaching.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.

- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 **3** 4

Team meets biweekly. Review of 2016-17 agendas indicate that meetings were focused on instruction, curriculum mapping, unit planning, and professional development. 2017-18 agendas indicate that meetings were focused on goal-setting, further developing methods of instruction and establishing culture, and developing units.

Based on 5Essentials, teachers surveyed agreed or strongly agreed that the leadership team:
-knows what's going on in my classroom (86%)
-provides useful feedback to improve teaching (86%)
-provides the support needed to improve teaching (87%)
-presses teachers to implement what they have learned in professional development (91%)
-communicates a clear vision for our school (95%)
-Makes clear to the staff the leadership's expectations for meeting instructional goals (100%)

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

1 2 **3** 4

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

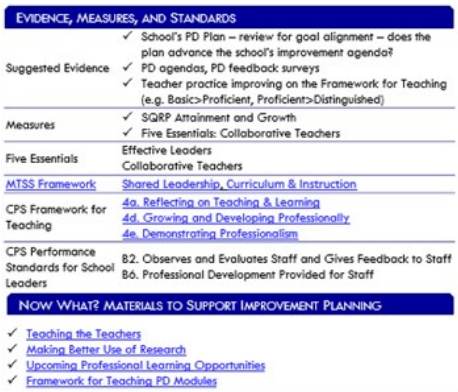
A review of grade level agendas (middle school; 5th/6th; 3rd/4th; 1st/2nd; K-1stDL) indicates that PLC activities were present at all levels; Flex days in 2016-17 centered on formation of PLCs, Curriculum mapping techniques;
School-based professional learning opportunities: Karen Beeman, DBQ,

According to 5Essentials, teachers agreed or strongly agreed that professional development has:
-been closely connected to my school's improvement plan (89%)
-included opportunities to work productively with colleagues in my school (91%)
-been sustained and coherently focused, rather than short-term and unrelated (89%)
-included enough time to think carefully about, try, and evaluate new ideas (86%)

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Score

1 2 **3** 4

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

School wide vertically aligned curriculum maps were and currently being implemented in the 2017/18 school year. Professional development time has been spent reviewing, reflecting, and revising curriculum maps.
Students are being targeted for at-risk, enrichment and extension, and dual language/bi-lingual through after school programming.
Partnerships with community art partners during the day and in after school providing exercise, socio-emotional, and academic support.

5-Essential Data indicates that teachers agree or strongly agree that they have influence on:
-planning how discretionary school funds should be used (64%)
-determining the content of in-service programs (84%)
-determining which books and other instructional materials are used in classrooms (90%)
-establishing curriculum and instructional program (94%)
-setting standards for student behavior (97%)

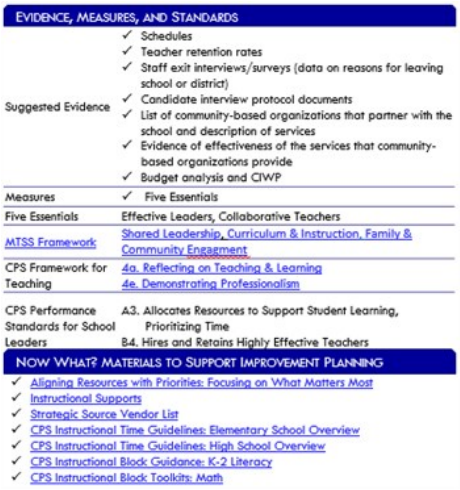
*Arts partnerships provide opportunities for all students, beginning in primary grades, to develop fine motor skills, creativity and improved emotional balance. Joffrey Ballet, Forward Momentum, Chicago Jazz Philharmonic, and JHP Community Center, enable students to take ballet and hip hop classes, take karate, and learn to play violin and guitar. Linne's partnership with the Concordia Avondale Campus Community Center provide opportunities for students to get involved in community service and develop entrepreneurial skills through their internship program.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.

- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Aligning Resources with Priorities: Focusing on What Matters Most
- ✓ Instructional Supports
- ✓ Strategic Source Vendor List
- ✓ CPS Instructional Time Guidelines: Elementary School Overview
- ✓ CPS Instructional Time Guidelines: High School Overview
- ✓ CPS Instructional Block Guidance: K-2 Literacy
- ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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.

Score

1 2 **3** 4

Review of current curriculum maps indicates that both literacy and math are fully aligned to the CCSS (WIDA included). Unit Plans have been developed in literacy and math for each grade level. The staff has been given an opportunity to review the plans and feedback has been provided. There is a lack of science curriculum maps school-wide.

According to 5Essentials when surveyed on one specific class, students reported:
-the teacher asks difficult questions in class (73% all or most of the time)
-the teacher asks difficult questions on tests (77% all or most of the time)
-the class challenges me (88% all or most of the time)
-this class really makes me think (99% agree or strongly agree)
-I really learn a lot in this class (87% agree or strongly agree)
-this class requires me to work hard to do well (97% agree or strongly agree)
-the teacher wants me to become better thinkers, not just memorize things (98% agree or strongly agree)
-the teacher expects me to do my best all the time (97% agree or strongly agree)
-the teacher expects everyone to work hard (100% agree or strongly agree)

Guide for Curriculum

- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **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.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
-
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

A school-wide assessment of classroom libraries indicated that while most classrooms had a variety of independent reading books at multiple levels, culturally appropriate and nonfiction titles were lacking. In addition, new curriculum maps and thematic units require adjustments within classroom libraries to better incorporate new themes and concepts.

The implementation of Lucy Calkins' Reading Workshop requires independent "book club" titles. A review of materials where Workshop takes place indicated that most classrooms did not have an adequate number of books to support the program.

Classroom libraries and materials should reflect the language allocation of the Dual Language model. During the course of the 18-19 and 19-20 SY, 3 new Dual Language classrooms will be added. Materials reflecting the model will need to be acquired for each of these new rooms.

TRC data in grades 1 and 2 indicates that a greater number of students in Red and Yellow will need intensive support. MTSS is provided through the LLI Kits. Additional kits for classroom use are needed. Online MTSS programs and supports are needed.

School-wide implementation of the NGSS require a comprehensive update of FOSS, SePuP, and IES, and an overall alignment of all science materials is needed.

Assessment data from SY 17 and SY 18 reflects higher performing students in both math and reading indicating a need for increasingly rigorous materials.

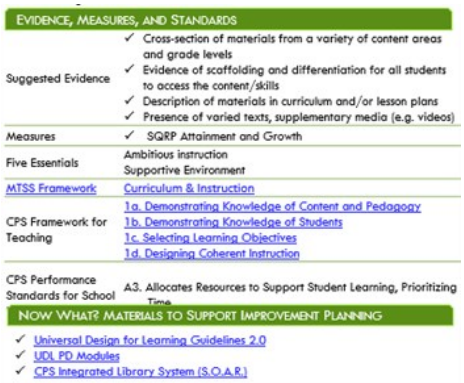
Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**

- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 **3** 4

Attendance has varied as of late, but there have been successful initiatives taken both school-wide and by the administration. Students, teachers, and administrators transitioning towards a growth mindset. Students and teachers work hard to set achieve and review goals for growth in class.

Classroom discussions are moving away from a right or wrong dynamic towards a collaborative model of deeper understanding. Students feel empowered to work, rework, challenge one another and themself for higher achievement. 8th grade students have begun a tutoring program for their 3rd grade peers. Evidence-based instruction and tasks are consistently becoming more rigorous, although there remain opportunities to transition to higher level, evidence based instruction at all levels. Due in large part to the development of units and guiding essential questions from within, contextualized instruction is on the rise throughout the school. However, this remains to be an opportunity for improvement as humanities curriculum develop and align vertically. Through the development of curriculum and maps and units, all grades are working to ensure that standards are met. Again, depth of knowledge is deepening consistently, but opportunities for improvement exist. This work is at early phases as the staff has worked to provide collaborative feedback on units and curriculum maps. As units continue development, we plan to revisit this work regularly.

Teachers at Linne have been trained in the Teaching for Robust Understanding in Mathematics (TRU Math) Framework. Teachers have attended the Teacher Leader Institutes or have been trained by teachers who have attended the trainings. As a result, teachers daily implement Math Talks as an instructional strategy. Math Talks provide students the opportunity to build on each other's thinking, critique each other's arguments and defend their ideas. Teachers also use Problems of the Month, MARs Tasks and Formative Learning Assessments (FALs) to engage students in learning. The FALs allow the students to engage in productive struggle as the teacher facilitates their learning. The uses of POM and MARs tasks requires students to critique other people's thinking and allows students opportunities to collaborate.

Some examination of student work occurs within grade-level teams, but it is not done consistently. Additionally, we have yet to work a out school-wide plan for analytical examination of student work in order to determine and refine expectations. The implementation of a humanities-based curriculum has developed greater cross-curricular opportunities. Writing and conversation are also utilized thoroughly in all class. Close reading using complex texts is used throughout the building. An overall shift in vocabulary instruction has seen a movement from word lists towards tier 2 and 3 academic vocabulary and towards strategies. Writing across the curriculum has been on a constant rise, although class-to-class consistency requires major development.

5Essentials data indicates the following:
66% of students report rewritng a paper or essay in response to comments once a week or more.
70% improve a piece of writing as a class or with partners once a week or more.
44% debate the meaning of a reading once a week or more.
71% discuss how culture, time, or place affects an author's writing once a week or more.
73% discuss connections between a reading and real-life people or situations once a week or more.
39% write a math problem for other students to solve once a week or more.
87% write a few sentences to explain how they solved a math problem once a week or more.
72% apply math to situations outside of school once a week or more.
86% explain how they solved a math problem to the class once a week or more.
81% discuss possible solutions to problems with other students once a week or more.
Students report that ALL or MOST of the time:
73% The teacher asks difficult questions in class
77% The teacher asks difficult questions on tests
88% This class challenges me
98% This class really makes me think.
97% I really learn a lot in this class
97% This class requries me to work hard to do well
98% The teacher wants us to become better thinkers, not just memorize things
97% The teacher expects me to do my best all the time
100% The teacher expects everyone to work hard

63% Students almost always use data and text references to support their ideas.
60% Students almost always provide constructive feedback to their peers and to me.
55% Students almost always build on each other's ideas during discussion.
77% Most students participate in the discussion at some point almost always.
85% Students show each other respect.

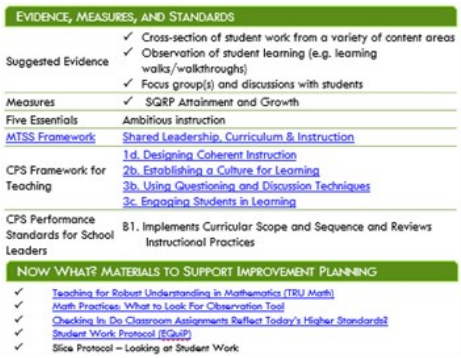
SY 2016-17 Teacher Evaluations Data:
Domain 1d Designing Coherent Instruction: 72% Proficient / 17% Distinguished
Domain 2b Establishing a Culture of Learning: 71% Proficient / 27% Distinguished
Domain 3b Using Questioning and Discussion Techniques: 76% Proficient / 22% Distinguished
Domain 3c Engaging Students in Learning: 63% Proficient / 37% Distinguished

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.

- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards



Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 2 **3** 4

Attendance coordinator works closely with at risk families, setting attendance contracts, and work on creating relationships with staff to promote student attendance.
Dual language model is used to transition students through the English language learning process.
Mandatory High School Prep classes in order to gain success with students in high school application process and future school success and placement.
Collaboration has been made with local high schools and students are given the opportunity to visit high schools as a field trip during the day.
Every fall a high school fair is coordinated to come to the school and all students attend and parents are highly encouraged to come.
Students are offered algebra classes and opportunity to take algebra entrance exams.
In all classrooms across all grade levels students work on appropriate academic goal setting.

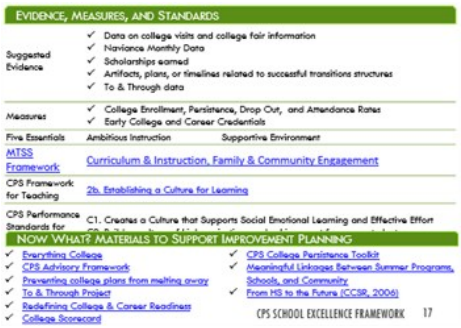
5 Essentials Data shows the following:
73% of the students feel that most or all of the time there teachers ask difficult questions in class.
77% of the students feel that most or all of the time the teachers ask difficult questions on the test.
88% of the students feel that most or all of the time their classes really challenge them.
98% of the students feel that there classes make them think.
97% of the students feel that most or all of the time there class requires them to work a lot.
97% of the students feel that most or all of the time there teachers expect them to do there best.
100% of the students feel that most or all of the time the teacher expects everyone to work hard.

92% of teachers agree that curriculum, instruction, and learning materials among teachers in the same grade level at this school.

Guide for Transitions, College & Career Access & Persistence

- **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).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **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:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction — Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Everything College
- ✓ CPS Advisory Framework
- ✓ Preventing college plans from melting away
- ✓ To & Through Project
- ✓ Redefining College & Career Readiness
- ✓ College Scorecard
- ✓ CPS College Persistence Toolkit
- ✓ Meaningful Linkages Between Summer Programs, Schools, and Community
- ✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK 17

Expectations for depth & breadth of Quality Teaching 3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

According to the 5-Essentials Data, Linne scored in the Very Strong(85%) Category of Ambitious Instruction exceeding the average of CPS(73%) or similar schools(65%). The measures used were English Instruction, Math Instruction, Academic Press, and Quality of Student Discussions. These categories all scored in the Strong or Very Strong. The data of trends shows that in 2015 Linne School was at a 77% which has increased to 85% in 2017.

5-Essentials data indicates the following in Supportive Environment:
65% of students strongly agreed that they had peer support for academic work
72% of students strongly agreed that teachers supported them in achieving academic goals
65% of students strongly agreed that the felt safe in and out school building
75% of students strongly agreed that teacher-student level of trust is high5Essentials data indicates the following:
Over 75% of students agreed that teachers asked them difficult questions on tests
The data of trends shows that in 2015 Linne School was at a 58% which has increased to 69% in 2017.

SY 2016-17 Teacher Evaluations Data:
Domain 1d Designing Coherent Instruction: 72% Proficient / 17% Distinguished
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Domain 3c Engaging Students in Learning: 63% Proficient / 37% Distinguished

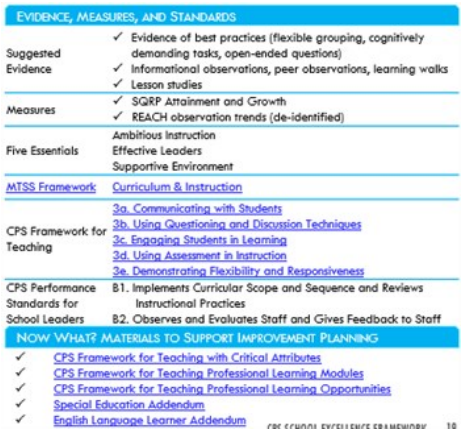
The Daily 5, CAFE, Words their Way, math working stations are the many approaches being used by primary(K-2) teachers to promote a student-centered classroom setting. These approaches allows teachers to differentiate based on student needs. In the intermediate and upper grades the use of novels is used to differentiate based on student needs. The use of DBQ's is also being used in the upper grades.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

questions and respectfully challenge one another using viable arguments based on evidence.
    - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
    - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
    - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
    - Provide targeted supports to individual students or groups of students based on their identified needs.
    - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

Primary grades use TRC and mClass as formative assessments three times per year. NWEA is given as a formative assessment mid year and summative asssessment at the end of the year. New students are given the NWEA at the beginning of the year. Data is looked at throughout the year during grade levels as well as professional development to discuss trends and to inform instruction.

Grade level teams agree on the number of expected assignments per week, weight of categories, and value of assignments.

School uses screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially to monitor students in Tier 2 and 3 services, in addition to Tier 1 core instruction including Dibels, TRC, MClass. Other diagnostics and progress monitoring include Study Island, IXL, Khan Academy, Scoot Pad, etc.

Special education teachers collaborate with general education teachers to provide accommodations and modifications to make assessments accessible to Diverse Learners and English Language Learners

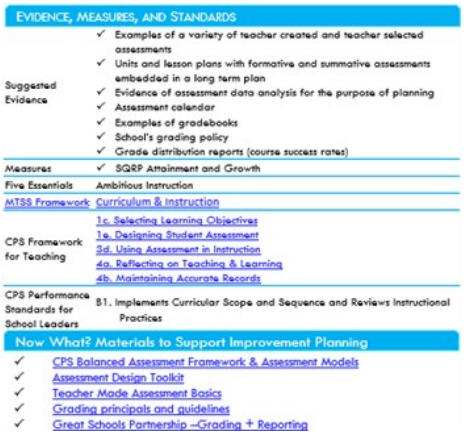
2016-17 Linne REACH Domain Scores
Domain 1e: Designing Student Assessment- 30.6 percent Distinguished, 66.7 Proficient
Domain 3d: Using Assessment in Instruction- 70% Proficient

5Essentials data indicates the following:
Over 75% of students agreed that teachers asked them difficult questions on tests

Guide for Balanced Assessment & Grading

- **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.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **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.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Now What? Materials to Support Improvement Planning
✓ CPS Balanced Assessment Framework & Assessment Models
✓ Assessment Design Toolkit
✓ Teacher Made Assessment Basics
✓ Grading principals and guidelines
✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 **2** 3 4

MTSS logging tool is used for all students who are at risk and needing RTI supports.
RTI, enrichment, and dual language groups are happening throughout the school day and in after school.
Grade level time is taken every 5 weeks to review MTSS data, adjust groupings, and make referrals.
Case manager and team or related service providers meet weekly to review cases and look at how to improve school interventions.

5 Essentials data shows:
87% of the students agree that they are helped when they feel they have fallen behind.
92% of the students agree that the teachers notice if they are having trouble learning something.
83% of the students agree that teachers explain something in a different way if they don't understand something in class.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to “get it right.” There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

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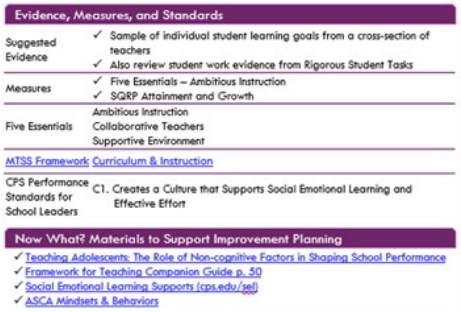
The Daily 5, CAFE, Words their Way, math working stations are the many approaches being used by primary(K-2) teachers to promote a student-centered classroom setting. These approaches allows teachers to differentiate based on student needs. In the intermediate and upper grades the use of novels is used to differentiate based on student needs. The use of DBQ's is also being used in the upper grades.Teachers have established a culture for learning by guiding students in taking responsibility for their own learning. Students conference with their teacher to set learning goals based on their NWEA data as well as create a plan to attain their goals.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student’s ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students’ sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students’ academic behaviors.

- Praise effort and process. For example, “Good job, that must have taken a lot of effort” instead of, “Good job. You must be really smart.”

Evidence, Measures, and Standards



Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning

- ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
- ✓ Framework for Teaching Companion Guide p. 50
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ ASCA Mindsets & Behaviors

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

5Essentials Data:
Student-Teacher Trust- Strong
94% of students surveyed said they agree or strongly agree that they feel safe and comfortable with their teachers.
94% of students surveyed said they agree or strongly agree that their teachers treat them with respect
Over 75% of students surveyed said they agree or strongly agree that the teachers always keep their promises.

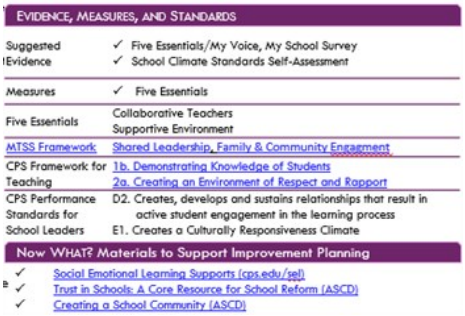
Teacher-Principal Trust- Strong
89% of teachers agreed or strongly agreed that they could go to the principal to discuss feelings, worries and frustrations
Over 90% of teachers agreed or strongly agreed that they trust the principal at her word

Teacher-Teacher Trust- Strong
95% of teachers agreed or strongly agreed that they feel respected by the principal
Over 90% of teachers agreed or strongly agreed that teachers at the school trust each other
100% of teachers to a great extent or some extent feel trusted by other teachers at the school

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Now WHAT? Materials to Support Improvement Planning

- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

1 2 **3** 4

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

* Students have opportunities for personal growth and leadership development through involvement in Student Council, peer jury, GSA, and student-run events like their March 14th Walk Out, part of the nationwide student protest against gun violence. Students have opportunities to develop friendship, camaraderie, cooperation and teamwork skills as part of after school sports, music, drama, and 55 Alive.

*Arts partnerships provide opportunities for all students, beginning in primary grades, to develop fine motor skills, creativity and improved emotional balance. Joffrey Ballet, Forward Momentum, Chicago Jazz Philharmonic, and JHP Community Center, enable students to take ballet and hip hop classes, take karate, and learn to play violin and guitar. Linne's partnership with the Concordia Avondale Campus Community Center provide opportunities for students to get involved in community service and develop entrepreneurial skills through their internship program.

*Linne's Electives Program enable 6-8th grade students to select their first class of the day. Students choose courses from Music, Art, Technology, and Dance, and Leadership Development. They are able to study and develop skills in areas they are passional about. Student art work, photography, and murals designed and created in their electives classes are on display throughout the school. Attendance rates have steadily increased since the Electives Program was initiated in 2012. Linne's attendance rate for 7th and 8th grade is currently the highest in Network 4.

5Essentials Data
* Students rate Linne's Academic Press (Teachers expect students to do their best and to meet academic demands) at an impressive 98%.

*Students report a strong level of Student-Teacher Trust (73%), and that rating has gone up every year for the past 3 years. In addition, *Linne's rating in this category is significantly higher than the CPS average of 54%.

*72% of Linne students feel their teachers connect with students in the classroom and support them in achieving academic goals. Linne students rate their teachers significantly higher in this category - Academic Personalism - than the CPS average of 67%, and Linne's rating has dramatically increased every year since 2015.

*Peer Support for Academic Work is rated high (65%), higher than most CPS schools. This metric reports that students feel their classmates demonstrate behaviors that lead to academic achievement.

*The Second Step Social-Emotional Learning (SEL) Program is integrated 2nd-8th Grade, providing students the tools to excel in and out of the classroom.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- 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.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**

        - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
        - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
        - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
    - **Exercise student voice**
        - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
        - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
        - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
        - Authentically **interact with civics leaders**
        - Students learn about community, city, state, and national civic leaders and their roles in civil society.
        - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
    - **Engage with their community**
        - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
    - **Take informed action** where they work together to propose and advocate for solutions.
        - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
        - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
    - Experience a **Schoolwide civics cultur**
        - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
        - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
        - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
        - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

The MSMV Survey/5 Essentials data indicate Linne is strong in the area of safety:
-77% of students felt mostly or very outside around school
-83% of students felt mostly or very safe traveling between home and school
-87% of students felt mostly or very safe in the bathrooms of the school
-96% of students felt mostly or very safe in the hallways of the school
-97% of students felt mostly or very safe in their classes

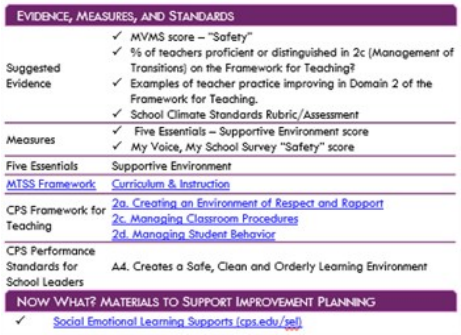
Overall, Linne(65) outranked CPS schools(50) in terms of safety, but there is room for growth. In Domain 2 creating an environment for respect and rapport, 31.7% of teachers are rated as Distinguished and 63.4% are rated as Proficient.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
    - Manage classroom routines and procedures to maximize instructional time.
    - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
    - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
    - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**

        - All adults use active supervision (move, scan, and interact) in all settings.
    - **Have a voice and take informed action.**
        - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
        - Students initiate and lead some school improvement initiatives.
        - Students participate in democratic decision-making at the school level.
        - Students identify and research issues of relevance and work together to propose/advocate for solutions.
    - **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
        - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
    - **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Implementation of school wide use of student logger.
Restorative approaches taken to disciplinary issues: peace circles, restorative conversations, etc...
Second Step Curriculum is used PreK-8th grade.
Check In and Check Out System is implemented school wide for at risk students for behavior, attendance, and/or academics.
Active Peer Jury.
Student logger is used by all teachers as ways to track behavior, attendance, and concerns.
School works with outside agencies (C-4) to provide extra support for those students who they feel are most at risk.

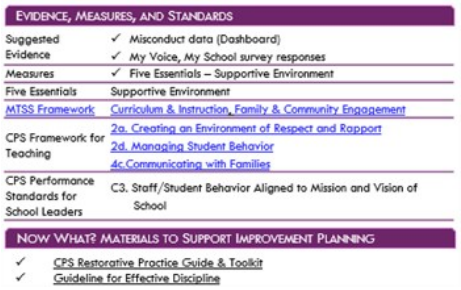
5 Essentials data shows:
94% of students agree that they feel safe and comfortable with there teachers.
94% of students agree that there teachers treat them with respect.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
    - A team meets regularly to organize systems that support a restorative environment.
    - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
    - Well-managed routines and transitions maximize instructional time.
    - Engage families as partners.
    - Contact families frequently to inform them of positive student behavior and progress.
    - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
    - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
    - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
        - Use data to determine which behaviors should be retaught or more heavily reinforced.
    - Explicitly teach expected behavior and positively reinforce consistently school-wide.
    - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
    - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
    - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.

- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 **2** 3 4

5 Essentials Data shows:
*Teacher-Parent Trust rated 94%, and has dramatically increased every year since 2015.
*Involved Families rated 83%, significantly higher than the CPS average of 66%
*Parent Involvement in the School rated 81%, dramatically higher than the CPS average of 61%

Linne's Dual Language program supports and strengthens family connections and honors cultural heritage, as students learn to read and write in their native language, while learning to read and write in English.

Parent organizations include Friends of Carl Von Linne, BAC, and PAC. BAC meets 4 times a year;
PAC meets monthly. Friends of Carl Von Linne's highly successful annual fundraiser drew teachers and staff, parents, and community members and raised over $10,000 for the school. Friends of Linne's McTeacher Night fundraiser brought out family members, Linne staff, students and community members to support and raise money for the school.

Parent events are held throughout the school year. Parents attend the annual Holiday Showcase in December, and enjoy student performances in choir, band, ballet, hip hop, violin, and martial arts.
The Hour of Code for Parents, during Computer Science Education Week in December, enables parents to see first hand what students are learning in their coding class. The annual week-long Fine Arts Week events are attended by parents, family and community members who enjoy the opportunity to experience student work and performances in the Arts and Technology.

Linne's parent Zumba class meets weekly, providing opportunities for exercise and camaraderie.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **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).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**

- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.

- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Parent Support Centers
- ✓ Parent University
- ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	**1** 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 **2** 3 4 5 ⊘

3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary) 18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Based on 17-18 Actual of 83% (90=5/5, 70=4/5)	98.00	83.00	90.00	90.00	90.00
National School Growth Percentile - Math					
Based on 17-18 Actual of 87 (90=5/5, 70=4/5)	99.00	87.00	80.00	90.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
(70=5/5, 60=4/5)	76.00	67.30	65.00	70.00	70.00
African-American Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
70-5 / 50-4	97.00	79.00	80.00	80.00	80.00
English Learner Growth Percentile - Reading					
70-5 / 50-4	90.00	87.00	80.00	80.00	80.00
Diverse Learner Growth Percentile - Reading					
70-5 / 50-4	99.00	96.00	70.00	70.00	70.00
African-American Growth Percentile - Math					

N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
70-5 / 50-4	99.00	84.00	80.00	80.00	80.00
English Learner Growth Percentile - Math					
70-5 / 50-4	99.00	97.00	80.00	80.00	80.00
Diverse Learner Growth Percentile - Math					
70-5 / 50-4	99.00	78.00	70.00	70.00	70.00
National School Attainment Percentile - Reading (Grades 3-8)					
90-5 / 70-4	91.00	93.00	90.00	90.00	90.00
National School Attainment Percentile - Math (Grades 3-8)					
90-5 / 70-4	89.00	93.00	90.00	90.00	90.00
National School Attainment Percentile - Reading (Grade 2)					
90-5 / 70-4	80.00	87.00	90.00	90.00	90.00
National School Attainment Percentile - Math (Grade 2)					
90-5 / 70-4	84.00	93.00	90.00	90.00	90.00
% of Students Making Sufficient Annual Progress on ACCESS					
Historical data and trends indicate that 50.00 is a reasonable goal	41.60	*(Blank)*	50.00	50.00	55.00
Average Daily Attendance Rate					
Historical data and trends indicate that 96.00 is an attainable goal	96.50	96.40	96.00	96.00	96.00
My Voice, My School 5 Essentials Survey					
Well Organized - 5 / Organized - 4 Our goal is to maintain the Well-Organized Rating on the MVMS 5 Essentials	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
% Students at Dibels Benchmark					
Increase percentage of students moving from Red to Green on DIBELS	*(Blank)*	*(Blank)*	70.00	70.00	70.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Provide high quality, rigorous, and research-based materials in all classrooms	increased engagement, higher levels of inquiry based-learning, rigor, and academic press, as well as more opportunities for student discourse, creativity and choice,	improvement in both growth and achievement percentiles on District assessments for all learners and sub groups.

Tags:
Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Establish a science team that will review District approved and vetted science materials. The science team will make recommendations based on a thorough examination of materials.	ILT/Science Team/Mackin	Sep 24, 2018 to May 17, 2019	Rubrics and formal recommendation document	On-Track

21st century skills, Next generation science standards, Academic standards

Based on recommendations from the District and a school-based Science Team, Administration will allocate funds and purchase Science materials for students in grades K-8th.	Mackin/Parra	May 3, 2019 to Sep 2, 2019	Purchase Orders	On-Track

Science resources

Establish an MTSS team which will evaluate current intervention materials, research trends and best practices in MTSS, and in turn design a needs' assessment for administrative review.	ILT, Special Education/MTSS Team members	Jun 20, 2018 to Jul 30, 2018	MTSS Needs' Assessment	Not started

MTSS, Academic achievement, Academic gains, Data informed instruction, Instructional alignment, Accommodations and modifications, Tier 2 & 3 interventions

Based on recommendations from the MTSS/Special Education team, purchase or reallocate intervention materials--including but not limited to intervention kits, online subscriptions, or supplemental programs.	Mackin/Parra	Jul 2, 2018 to Nov 30, 2018	Purchase orders, MTSS Needs' Assessment	Not started

Multi tiered sytems of support, Mtss tool, Mtss teir 2-3

Provide rich and varied visual art experiences that will help the students of Carl Von Linne reach the current and newly adopted Illinois Arts Standards.	Art Helbig	May 6, 2018 to May 6, 2018	Purchase consumable art supplies for K-8 students	Completed

Steam (science technology engineering arts and mathematics), Fine arts, Student centered

Purchase online music Curriculum for general music class and electives classes to enhance student achievement in music. Curriculum provides music lessons, activities, projects and student interactives.	Colleen Scampini	Jun 3, 2018 to Jun 3, 2018	Purchase Quaver Music online curriculum	Completed

Student enrichment, Fine arts, Student engagement, Music education

Purchase equipment to enable the expansion of the ceramics lab making it a more efficient and practical lab to provide more experiences to more students, and purchase woodworking equipment to enhance fine arts sculpture curriculum.	Art Helbig	Jul 1, 2019 to Jul 1, 2019	One time purchase of ceramics and wood working equipment	On-Track

Steam (science technology engineering arts and mathematics), Fine arts, Student engagement

Strategy 2

If we do...	...then we see...	...which leads to...
Create systems of support for educators around new and existing programs and establish highly functioning professional learning communities	fidelity in implementation of new and existing programs and instructional practices that are grounded in research	increased improvement in both achievement and growth percentiles on District assessments for all learners including sub groups

Tags:

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Select members for a 2018-2020 Instructional Leadership Team	Mackin	Jun 1, 2018 to Jun 20, 2018	Time Sheets for ILT members	Completed

Administrative team

Create a needs' assessment around professional growth and program support to determine areas of strength and concern.	ILT/Mackin	Jun 20, 2018 to Jul 31, 2018	*(Blank)*	Completed
Establish and implement professional learning goals for teachers, grade levels, and content teams.	ILT/Mackin	Sep 6, 2018 to Jun 19, 2020	Grade Level agendas and notes, School Improvement Day agendas and notes	On-Track
Specific Training: MTSS LLI System for RLA teachers of grades K through 6. (English and Spanish)	Mackin	Aug 27, 2018 to Oct 31, 2018	Observations	Not started

Interventions and supports

Specific Training: Science Curriculum	Parra	Aug 27, 2018 to Oct 31, 2018	Observations	Not started

Next generation science standards

Specific Training: LLI (Leveled Literacy Intervention Kits) for MTSS in grades K-5	Mackin; Nixon; Aguirre; Kovats	select	LLI used throughout building with fidelity; MTSS Progress Monitoring Notes/Folders	On-Track

Lli, Mtss folders, Mtss plann

Specific Training: Teaching for Biliteracy	Velez/Parra	Aug 3, 2018 to Jul 1, 2019	Participation in Beeman training: Sign in sheets.	On-Track

Dual Language, Literacy professional, Bilingual education

Specific Training: Math Talks Peer Observations; Network PD; KC;	Salgado (Math Lead)	Oct 8, 2018 to Jul 1, 2019	Peer observation reflections; Sign-in Sheets;	Not started

Math talks, Math curriculum

Specific Training: Sex Education Certification Select one person per grade level to participate in District supported Sex Education training.	Vega; Mackin	Sep 10, 2018 to Mar 25, 2019	Teacher certification document--Learning Hub	On-Track

Health education, Health sciences

Strategy 3

If we do...	...then we see...	...which leads to...
Conduct a comprehensive review of current curriculum maps and units, with a focus on acceleration and intervention for all learners, including subgroups,	a more cohesive and aligned curriculum, evidencing strategic planning by all educators with an increased level of collaboration--including special education and enrichment teachers	increased growth and achievement levels on the NWEA

Tags:
Curriculum mapping, Unit plan template, Unit design

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status

Action Plan

District priority and action step	Responsible	Start	End	Status
Establish a science team that will review District approved and vetted science materials. The science team will make recommendations based on a thorough examination of materials. Evidence: Rubrics and formal recommendation document Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, 21st century skills, Next generation science standards, Academic standards	ILT/Science Team/Mackin	Sep 24, 2018	May 17, 2019	On-Track

District priority and action step	Responsible	Start	End	Status
Based on recommendations from the District and a school-based Science Team, Administration will allocate funds and purchase Science materials for students in grades K-8th. Evidence: Purchase Orders Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, Science resources	Mackin/Parra	May 3, 2019	Sep 2, 2019	On-Track
Establish an MTSS team which will evaluate current intervention materials, research trends and best practices in MTSS, and in turn design a needs' assessment for administrative review. Evidence: MTSS Needs' Assessment Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, MTSS, Academic achievement, Academic gains, Data informed instruction, Instructional alignment, Accommodations and modifications, Tier 2 & 3 interventions	ILT, Special Education/MTSS Team members	Jun 20, 2018	Jul 30, 2018	Not started
Based on recommendations from the MTSS/Special Education team, purchase or reallocate intervention materials--including but not limited to intervention kits, online subscriptions, or supplemental programs. Evidence: Purchase orders, MTSS Needs' Assessment Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, Multi tiered sytems of support, Mtss tool, Mtss teir 2-3	Mackin/Parra	Jul 2, 2018	Nov 30, 2018	Not started
Provide rich and varied visual art experiences that will help the students of Carl Von Linne reach the current and newly adopted Illinois Arts Standards. Evidence: Purchase consumable art supplies for K-8 students Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, Steam (science technology engineering arts and mathematics), Fine arts, Student centered	Art Helbig	May 6, 2018	May 6, 2018	Completed
Purchase online music Curriculum for general music class and electives classes to enhance student achievement in music. Curriculum provides music lessons, activities, projects and student interactives. Evidence: Purchase Quaver Music online curriculum Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, Student enrichment, Fine arts, Student engagement, Music education	Colleen Scampini	Jun 3, 2018	Jun 3, 2018	Completed
Purchase equipment to enable the expansion of the ceramics lab making it a more efficient and practical lab to provide more experiences to more students, and purchase woodworking equipment to enhance fine arts sculpture curriculum. Evidence: One time purchase of ceramics and wood working equipment Tags: Math, Science, Technology, Diverse Learners, Inquiry, Rigor, English language learners, Steam (science technology engineering arts and mathematics), Fine arts, Student engagement	Art Helbig	Jul 1, 2019	Jul 1, 2019	On-Track
Select members for a 2018-2020 Instructional Leadership Team Evidence: Time Sheets for ILT members Tags: Administrative team	Mackin	Jun 1, 2018	Jun 20, 2018	Completed
Create a needs' assessment around professional growth and program support to determine areas of strength and concern. Evidence:	ILT/Mackin	Jun 20, 2018	Jul 31, 2018	Completed
Establish and implement professional learning goals for teachers, grade levels, and content teams. Evidence: Grade Level agendas and notes, School Improvement Day agendas and notes	ILT/Mackin	Sep 6, 2018	Jun 19, 2020	On-Track
Specific Training: MTSS LLI System for RLA teachers of grades K through 6. (English and Spanish) Evidence: Observations Tags: Interventions and supports	Mackin	Aug 27, 2018	Oct 31, 2018	Not started
Specific Training: Science Curriculum Evidence: Observations Tags: Next generation science standards	Parra	Aug 27, 2018	Oct 31, 2018	Not started

District priority and action step	Responsible	Start	End	Status
Specific Training: LLI (Leveled Literacy Intervention Kits) for MTSS in grades K-5 Evidence: LLI used throughout building with fidelity; MTSS Progress Monitoring Notes/Folders Tags: Lli, Mtss folders, Mtss plann	Mackin; Nixon; Aguirre; Kovats			On-Track
Specific Training: Teaching for Biliteracy Evidence: Participation in Beeman training: Sign in sheets. Tags: Dual Language, Literacy professional, Bilingual education	Velez/Parra	Aug 3, 2018	Jul 1, 2019	On-Track
Specific Training: Math Talks Peer Observations; Network PD; KC; Evidence: Peer observation reflections; Sign-in Sheets; Tags: Math talks, Math curriculum	Salgado (Math Lead)	Oct 8, 2018	Jul 1, 2019	Not started
Specific Training: Sex Education Certification Select one person per grade level to participate in District supported Sex Education training. Evidence: Teacher certification document--Learning Hub Tags: Health education, Health sciences	Vega; Mackin	Sep 10, 2018	Mar 25, 2019	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews 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.

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance 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 joint development and periodic review and revision of the NCLB parent plan by meeting monthly for discussion and sharing. They will have input in the decision making process by assisting with the planning for parent training and identifying workshops that best meet the needs of our parent community.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Principal will hold the Title 1 Annual Informational Meeting on September 26, 2018 at 8:30 in the Student Dining Room. The Title 1 PAC Organizational Meeting will be held on September 26, 2018 at 9:00 in the Student Dining Room. PAC Chairs will be elected at the Organizational Meeting. PAC meetings will be held on a monthly basis on the last Wednesday of each month at 8:30 in the Student Dining Room. The first meeting will focus on Title 1 Requirements and rights of parents. Subsequent meetings will be tailored to fit the needs of the parents, including but not limited to Bilingual/Dual Language Education (with the guidance of our BAC), Health and Wellness, and topics that directly impact student learning. Invitations/details of all meetings will be listed in monthly newsletters (email and hard copy sent home in backpacks), on our marquee, and on our Parent Board near the Main Office. Invitations and agendas will be available in both English and Spanish.

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 Q and A with Administration. In addition, parent organizations such as the BAC, Safety Committee, Health and Wellness Committee, FCVL, and Recess/Lunch Committee, LSC all include parent representatives. A survey will be distributed in both English and Spanish asking for input/topics.

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. PARCC assessment data (State Assessment) will be shared upon receipt, DIBELS/TRC data is provided to each parent, and goal setting strategies are shared with parents during the first Parent Teacher Conference meeting.

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 Title 1 Final Regulations. Staff members that are not deemed "highly qualified" are not placed in classrooms unless certification is approved by ISBE. In the event 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: PARCC, 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.

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 offered the opportunity to register for Parent Portal during our Open House and throughout the Parent Teacher Conference days. Technology training is provided as a workshop topic during PAC meetings.

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 received information on recruiting parent volunteers via the CPS Face2 website. Information was made available during the Open House and at Parent Teacher Conferences and monthly PAC meetings.

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 through the OEC/Head Start program. Family events, including but not limited to literacy, math, technology, science, bicultural education, and health/wellness will be provided for parents during and after school.

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-based functions will be listed in the monthly newsletter in both English and Spanish. This newsletter is sent to families both electronically and hard copy via backpacks.

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, prepared 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.

SY18-19 Parent Teacher conferences will be held on August 31st (Open House), November 14th, and April 10th. Parents are encouraged to make appointments with teachers for additional conferences throughout the school-year. Teachers are directed to make phone calls/send emails to all parents in their classrooms prior to the start of the 18-19 School year to introduce themselves and to provide contact information.

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 distributed on the 5th, 15th, 25th, and 35th weeks of the school year in both English and Spanish. Report cards will be distributed on the 10th, 20th, 30th and 40th weeks of school in both English and Spanish. Parents will be reminded of these dates in the Newsletter (in both English and Spanish) which is delivered electronically via email and sent home in backpacks. Additionally, all parents are encouraged to register on Parent Portal. Workshops and one-on-one registration sessions for registering and navigating Parent Portal take place throughout the school year.

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

Parents will have access to staff member during preparation periods. Additional time is available during parent-teacher conferences. In the event that a parent must meet with a teacher outside of their preparation periods, arrangements will be made to cover teachers with support staff.

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 volunteers takes place during the first quarter of the school year. Staff members have been trained on assisting parents to register on the CPS FACE2 website. Opportunities include supporting learning in the classroom (tutoring), helping in the lunchroom, supervising students outside on the playground, assisting in the lunchroom, and attending field trips as chaperones.

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

Parents will support their children's learning by attending school-based activities (workshops, open house, curriculum nights), bringing students to school each day/on time, or reviewing learning via homework support.

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

Monthly PAC meetings will provide parents the opportunity to participate in the decision making process. Administration is available during each meeting and regularly conducts surveys on possible programming for students.

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).

Our current programs (Everyday SEL/Mindful Practices) and Second Step both help to support students as they internalize the importance of good attendance, positive attitude, and being prepared for class.

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

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1307 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 700 .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)	$ 800 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 300 .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.	$ 100 .00

53510	**Postage** Must be used for parent and family engagement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00

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