

# Belmont-Cragin Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Stacy Stewart	Principal	Spstewart@cps.edu	Has access
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Jason Pitak	ILT member ,6-8	Jcpitak@cps.edu	Has access
Maria Puric-Lally	ILT Member, DL	Mpuriclally@cps.edu	Has access
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# Team Meetings

Date	Participants	Topic
12/30/2019	School admin, Saskia Benitez, Lourdes Sanchez, Mireya Muhlberger	Staff professional development day planning
01/02/2020	ILT Members	Innovare Data and on Track PD
01/13/2020	Arts leadership team and school administration, CPS Arts Incubation dept	CIWP and Arts Alignment
03/12/2020	CIWP team	Root Cause analysis
04/21/2020	School staff, LSC and Administration	CIWP Parent Plan
04/23/2020	CIWP team	Theory of Action
04/29/2020	School Administration	Strategies

## Framework

### Category scoring

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

### Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change

- 4 Make “safe practice” an integral part of professional learning
- 4 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** School leadership teams ensure that the vision and values are articulated through the improvement plan, ongoing professional development, weekly grade level meetings etc.
- 4 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** The school leadership team engages all stakeholders for school improvement. iLT designs cycles of learning based on instructional priorities and areas of need.

## Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student’s communities, culture, history, and language
  - 4 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** School implements culturally relevant curriculum to meet the linguistic needs of our students. It also implements personalized learning that uses a variety of software platforms such as Istation Reading and Espanol, STMath and Mathletics. We also use OKapi in Spanish and LLI for Interventions.
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 4 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback

- 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
- 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
- 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
- **Evidence:** The school conducts student led conferences during report card pick. Students take ownership of their learning by selecting chosen artifacts to demonstrate their growth. The school implements personalized learning in the elementary and adheres to the Reggio Emilia philosophy in the preschool, where students learn at their own pace and allow students to be researchers. The school also uses online platforms like iStation and ST Math, which help students monitor their progress and gives them live feedback with what supports are needed to help them move forward. They reinforce a strong home-school connection.
- 4 - Balanced Assessment and Grading
  - 4 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 3 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** The school implements a school-wide grading policy that is aligned to CPS student grading policy. Grade level teams meet on a weekly basis to review and analyze student data from various formal and informal assessments, as well as online platforms. This helps teachers create a plan to address student areas of concern, help with planning and teacher created assessments.
- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 4 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 4 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** The school provided tutoring before and after school to help students get back on track. During grade level meetings teachers analyze their own data and share concerns of students who are off track. The school also implements small group instruction in reading and math to support Tier 2 and Tier 3 students.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - **Evidence:** The school has a transition plan for preschool students that are entering Kindergarten, so that they become acclimated to their new environment. Students will be able to get to know their classroom teacher, become familiar with the building, and learn routines and procedures the last week of summer, before the school year begins. The school also has a transition plan for eighth grade students entering high school. They are supported with the selective enrollment process, given the opportunity to visit high schools, and attend high school fairs.

## Quality and Character of School Life

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

- **Evidence:** The school has implemented a SEL program, caring school communities, which teachers receive intense training to help foster a caring, safe, and nurturing school community.
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 4 Explore their identities and beliefs (REQUIRED: OSEL)
  - 4 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 4 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 3 Experience a schoolwide civics culture
  - **Evidence:** The school has many partnerships with the community to help support and maintain a positive learning environment.
- 4 - Physical and Emotional Safety
  - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** The school implements all CPS-established protocols to maintain a safe and secure environment. All staff members support transitions during arrival and dismissal. All staff use developmentally appropriate transitions to manage classroom routines and maximize instructional time, whether it's through music, movement, finger play and/or pictures.
- 4 - Supportive and Equitable Approaches to Discipline
  - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** The school implements the CPS Student Code of Conduct with fidelity. The school implements SEL to address student needs during morning meetings in the classrooms. The school uses Caring School Community curriculum to support and guide morning meetings and use strategies that address conflict resolution. Admin documents incidents on Aspen as required by CPS. Parents are always notified when an incident involves their child, to assure that communication is transparent, which leads to mutual trust.
- 4 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)

- 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
- 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** The school conducts a parent orientation at the beginning of the school year, where all parents are provided with a parent handbook. An expectation of the preschool program is to have all parents/care-givers join their child and teacher for the first ten minutes of every school day. All teachers host parent-child activity days, once per quarter, in which parents are given the tools to support the child's learning at home. The school implements school-wide morning meetings every Friday, where students lead and celebrate each others achievements. The school has monthly LSC, PTA, BAC, and PAC meetings. The school has student of the month, where every month a student from each classroom is celebrated for their progress. The school creates monthly calendars, monthly newsletters, and uses Class Dojo to communicate with all families.

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0



Score	Framework dimension and category	Area of focus
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	4
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	MTSS: Problem Solving Process (T3 Intervention), SEL (T1-T3)
Root Cause 1	<ul style="list-style-type: none"> <li>*Lack of parent engagement for students that are receiving T3 interventions through the school-wide problem solving process</li> <li>*Inconsistent use of research-based interventions</li> <li>*Inconsistent progress monitoring data documented in ASPEN MTSS</li> <li>*Inconsistencies in T1 SEL implementation</li> <li>*Lack of BHT involvement and/or implementation of BHT recommendations</li> <li>*Lack of experience with problem-solving process protocol by teachers new to Budlong</li> <li>*Lack of collaboration among teacher teams and families in sharing effective strategies to meet social/emotional needs of learners</li> </ul>
Area of Critical Need 2	Instruction: Tiered instruction (planning, implementation, reflection)
Root Cause 2	<ul style="list-style-type: none"> <li>*Lack of planning for effective tiered instruction (analyzing data to create appropriate groups, planning for scaffolds, and pre-planning for and making impromptu adjustments during instruction)</li> <li>*Lack of collaboration among teacher teams in</li> </ul>

	sharing effective scaffolds and resources *Lack of data collection and analysis and planning for T2, T1, and T1+ learners (reflection) *Inconsistent planning between co-teacher teams to implement effective co-teaching models and tiered instruction
Area of Critical Need 3	Balanced Assessment & Grading: Tiered assessments, alignment, grading progress monitoring
Root Cause 3	*Inconsistent use of school-wide progress monitoring systems (math and reading iXL, Unity, and Pearson Realize) *Lack of tiered formative assessment to monitor effectiveness of tiered instruction *Inconsistent alignment between instruction and assessment (standards based instruction, assessment, and grading) *Inconsistent accessibility for DL, EL, T3 to demonstrate knowledge of learning

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)	Students with IEPs		50.00	60.00
I chose this metric because 66% of our students are at grade level attainment.	EL		60.00	70.00
Vision: NWEA Attainment G2-8 (Reading)	EL		48.10	58.10
65% of our students are at grade level attainment	Students with IEPs		38.60	48.60
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		32.50	42.50
22% of our students are making sufficient progress on Access	Students with IEPs		30.70	40.70
Vision: Attendance Rate	Overall		96.00	96.00
Students need this to be on track for success in school and to promote career readiness.	Students with IEPs		94.00	95.00
(Blank)				

### Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b>            In order for our students, teachers and families to thrive we are going to use this data to continue to engage all stakeholders at our school. We will utilize the questions from the 5E's to conduct focus groups and workshops to dig deeper into this data and use that feedback to make adjustments when needed.</p>				5.00	5.00

### Custom metrics (0% complete)

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

## Strategies

### Strategy 1

If we do...	Engage all learners across content areas, including fine arts, by differentiating and fully integrating opportunities for effective tier 1 Instruction.
Then we see...	Increased opportunities for students to have access to grade level content with the CCSS, WIDA, Arts and 21st Century Standards.
which leads to...	By the end of SY20-21, we will achieve a NWEA growth percentile of the 90th percentile in Math and Reading.
Budget Description	Resources Needed: Additional teachers to reduce class size, substitute teachers while teachers attend PD, Resident Teachers, extended day buckets for professional development, team meetings and extra-curricular activities Professional development: Reading in Motion, Arts Integration, Dual Language Education, Center for the Collaborative Classroom, Disney Musicals in schools, LEAP Innovations (personalized learning), balanced literacy, leadership, special education SEL Curriculum, Caring School Community, Engage NY, Creative Curriculum, Fountas & Pinnell, Lucy Calkin's Units of Study, Making Meaning, Content Related Field Trips, Transportation and Admissions Materials and Software:: Chromebooks, Ipads, headphones, iMacs, Macbook Pro, Charge Carts, Printers, Copiers, Art supplies, Music supplies and instruments, Mics, Sound System, Istation Online Platform, Stmath, Reading in Motion, Mathletics, Summit Learning, IXL Nearpod, Goalbook, Bilingual Libraries, Okapi, LLI (leveled Literacy intervention), instructional manipulative,

Tags	Curriculum, Instruction, Arts Education: Authentic Arts Integration, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Literacy: Shift 4-21st Century Professional Learning, MGIB: Magnet Programs, ODLSS: Instructional Quality, OECE: PK Curriculum, OLCE, OSEL: SEL Instruction, Math: Curriculum, Math: Equitable Access
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Continue implementation of a balanced literacy approach to instruction with an emphasis on guided reading, arts integration, and phonemic awareness in the early grades.  Tags:Arts Education: Authentic Arts Integration, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</li> <li>• (Not started) Continue developing literacy curriculum aligned to the CCSS, Spanish Language Arts, WIDA, Social Science and Arts Standards that will be implemented in grades PreK-8.  Tags:Curriculum, OLCE</li> <li>• (Not started) Teachers will receive professional development in balanced literacy, arts integration, science, math, personalized learning. Teachers will continue to implement various research-based strategies in core instruction.  Tags:Arts Education: Authentic Arts Integration, Literacy: Shift 4-21st Century Professional Learning</li> <li>• (Not started) Continue implementation of the Common Core Math practices to instruction with an emphasis on Math Talks and Summit Learning, Engage NY Modules and Creative Curriculum Units.  Tags:Math: Rigorous Tasks, Math: Student Discourse, Math: Formative Assessment, Math: Curriculum</li> <li>• (Not started) Expand Implementation of the NGSS with Creative Curriculum, Science on the Go, FOSS Units and Summit Learning curriculum for students in grades Prek-8.  Tags:Science: Curriculum, Science: Equitable Access, Science: Formative Assessment, Science: Rigorous Tasks</li> </ul>

**Strategy 2**

If we do...	If we ensure the implementation of tiered literacy and math instruction that is aligned to specific student needs and teacher efficacy supported by ongoing professional learning.
Then we see...	Then we will see an improvement in the delivery of tier 2/3 instruction, an increase in the usage of more actionable data for planning, and more targeted professional development for all building stakeholders

which leads to...	By the end of SY21-22, we will achieve a NWEA growth percentile of the 90th percentile in Reading and Math.
Budget Description	Resources Needed:Software platforms (Istation, ST Math, Matheletics,IXL, Nearpod, Goalbook), Ipads, Chromebooks Professional development: Reading in Motion, Arts Integration, Dual Language Education, Personalized Learning Cohort 7,Innovare data solutions Curriculum: Caring School Community, Engage NY Math Curriculum, Creative Curriculum, Fountas & Pinnell, Lucy Calkins Units of Study Field Trips: transportation, admissions Personnel: Middle School Algebra and Math Teacher Resident
Tags	Arts Education: High-Quality Classroom Practice - Arts Integration (F/PA #5), MTSS: Curriculum & Instruction, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>• (Not started) School Teams will use platform dashboards, student portfolio, or Innovare data to analyze and prioritize opportunities to improve attendance and instruction, guide grouping, re-teaching and to identify/prioritize instructional needs  Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, CBE: Adaptive Pacing, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) We will continue to incorporate dual language and arts infused strategies (Dictado, Lotta Lora, Bridging, interactive read alouds, shared reading, reading in motion, pictorial input charts) into the literacy and math blocks.  Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Shift 2-Leveraging Data to Close Gaps, Literacy: Shift 4-21st Century Professional Learning, OLCE, Math: Student Discourse, Math: Equitable Access</li> <li>• (Not started) Offer flexible modalities, groupings, times, and places (including remote learning) for learning to help meet individual learner needs, strengths, and interests while balancing these individual needs with the needs of the class community.  Tags:MTSS, Literacy: Key Practice #5-Creating Content in a Digital Environment, Math: Curriculum, Math: Equitable Access</li> <li>• (Not started) Teachers will partner with learners to explore ways to modify or vary content to align with their needs, strengths, and interests.  Tags:Student Voice, Engagement, and Civic Life, MTSS: Curriculum &amp; Instruction</li> <li>• (Not started) Provide additional opportunities for students who are ?off track? to receive tier 2 and 3 instruction before and after school for reading and math for students in grades K-8. Partner with the School Counselor and the Academy Group for small group academic and enrichment for grades 3-8.  Tags:MTSS</li> </ul>

**Strategy 3**

If we do...	Design learning experiences that allow student to examine their identity and beliefs
Then we see...	Staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth. Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives. Students engaged in learning about social identities, diversity, race and equity and understanding the perspectives of those who have different identities and beliefs.
which leads to...	Increase students? empathy and appreciation for individual differences and increase our 5 Essentials data for Supportive Environment.
Budget Description	Resources Needed: Professional development - Reggio (Crossroads for Learning), SEL (Center for the Collaborative Classroom and Second Step) Multicultural materials - books for read alouds SEL Curriculum - Caring School Community and Second Step Field Trips - transportation and admissions Supplies/Materials - panels, sharpie markers, paper, ink, canvases, watercolor markers, portfolios, binding machine, binders, laminating supplies, adhesive glues, mounting tape, various types of tape Technology equipment - computers, printers, poster machines
Tags	Student Voice, Engagement, and Civic Life, OSEL: SEL Instruction, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>(Not started) Train and coach staff to understand identities, diversity and bias, and to engage families and communities that the school serves. Prek-2 Teachers will continue to work with Reggio Consultants - focus ?Identity of The Child?  Tags:Student Voice, Engagement, and Civic Life, Equity: Resource Equity, OSEL: SEL Instruction</li> <li>(Not started) Staff will teach and model respect, empathy and appreciation for individual differences  Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</li> <li>(Not started) Continue to document student growth and skills through photographs, video, children's work, their words (dialogue and dictations) and their interactions with peers; through documentation panels, self-portrait books, family books, and classroom books.  Tags:Arts Education: Authentic Arts Integration, Assessment: Multiple Measures to Provide Evidence of Student Learning, OSEL: Supportive School Environment</li> <li>(Not started) Continue to nurture and develop a multicultural perspective through vertical and horizontal planning that reflects the culture of the students.  Tags:Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: Supportive School Environment</li> </ul>

**Strategy 4**

If we do...	Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school
Then we see...	Students report that they know how to, and feel comfortable, seeking support from school staff if they feel unsafe or if they are struggling emotionally
which leads to...	Increase in students social emotional well-being, on track metrics, which will decrease student misconducts
Budget Description	Resources Needed: SEL Curriculum - Caring School Community and Second Step Health Curriculum Professional development for SEL Curriculum - Center for the Collaborative Classroom and Second Step Trauma Training - Lurie's Hospital After School Clubs - sports, dance, robotics After school teacher buckets Gym Equipment After School Family Nights Supplies/materials - paper, printers, ink, Field Trips - transportation and admissions
Tags	Family & Community Engagement, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Provide a framework for positive behavior throughout the school based on shared values and expectations  Tags:ODLSS: Behavior Support, OSEL: Supportive and Equitable Discipline Practices</li> <li>• (Not started) Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school  Tags:OSEL: Supportive School Environment</li> <li>• (Not started) Work with the leadership team and clinicians to support unique situations in-home environment for the well-being of the child.  Tags:FACE2: Parent Engagement, OSEL: Supportive School Environment</li> </ul>

# Action Plan

## Strategy 1

Continue implementation of a balanced literacy approach to instruction with an emphasis on guided reading, arts integration, and phonemic awareness in the early grades.

Sep 07, 2020 to Jul 01, 2022 - Teachers and staff

Continue developing literacy curriculum aligned to the CCSS, Spanish Language Arts, WIDA, Social Science and Arts Standards that will be implemented in grades PreK-8.

Sep 07, 2020 to Jul 01, 2022 - Teachers, ILT, DLLT

Teachers will receive professional development in balanced literacy, arts integration, science, math, personalized learning. Teachers will continue to implement various research-based strategies in core instruction.

Jul 01, 2020 to Jul 01, 2022 - Teachers, consultants, Leap Innovations, Peggy Notebaert Nature Museum, Admin

Continue implementation of the Common Core Math practices to instruction with an emphasis on Math Talks and Summit Learning, Engage NY Modules and Creative Curriculum Units.

Sep 07, 2020 to Jul 01, 2022 - Teachers and Education Support Staff

Expand Implementation of the NGSS with Creative Curriculum, Science on the Go, FOSS Units and Summit Learning curriculum for students in grades Prek-8.

Sep 07, 2020 to Jul 01, 2022 - Teachers and Education Support Staff

## **Strategy 2**

School Teams will use platform dashboards, student portfolio, or Innovare data to analyze and prioritize opportunities to improve attendance and instruction, guide grouping, re-teaching and to identify/prioritize instructional needs

Jul 01, 2020 to Jul 01, 2022 - Teachers, Admin, Consultants

We will continue to incorporate dual language and arts infused strategies (Dictado, Lotta Lora, Bridging, interactive read alouds, shared reading, reading in motion, pictorial input charts) into the literacy and math blocks.

Jul 01, 2020 to Jul 01, 2022 - Teachers and Education Support Staff

Offer flexible modalities, groupings, times, and places (including remote learning) for learning to help meet individual learner needs, strengths, and interests while balancing these individual needs with the needs of the class community.

Sep 21, 2020 to Jul 01, 2022 - Teachers, Counselor and Education Support Staff

Teachers will partner with learners to explore ways to modify or vary content to align with their needs, strengths, and interests.

Sep 14, 2020 to Jun 24, 2022 - Teachers, Education Support Staff, Students

Provide additional opportunities for students who are "off track" to receive tier 2 and 3 instruction before and after school for reading and math for students in grades K-8. Partner with the School Counselor and the Academy Group for small group academic and enrichment for grades 3-8.

Jul 01, 2020 to Aug 13, 2022 - Teachers, Counselor Education Support Staff, Academy Group

## **Strategy 3**



Train and coach staff to understand identities, diversity and bias, and to engage families and communities that the school serves. Prek-2 Teachers will continue to work with Reggio Consultants - focus ?Identity of The Child?

Aug 24, 2020 to Jun 24, 2022 - Consultants, Admin,OSEL

Staff will teach and model respect, empathy and appreciation for individual differences

Sep 07, 2020 to Jun 24, 2022 - Teachers and Education Support Personnel

Continue to document student growth and skills through photographs, video, children's work, their words (dialogue and dictations) and their interactions with peers; through documentation panels, self-portrait books, family books, and classroom books.

Sep 21, 2020 to Jun 24, 2022 - Teachers and Education Support Staff

Continue to nurture and develop a multicultural perspective through vertical and horizontal planning that reflects the culture of the students.

Sep 07, 2020 to Jun 17, 2022 - Teachers, Admin, and Education Support Personnel

## **Strategy 4**

Provide a framework for positive behavior throughout the school based on shared values and expectations

Sep 07, 2020 to Jun 24, 2022 - SEL Leadership Team, Teachers, Admin

Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school

Sep 07, 2020 to Jun 17, 2022 - Teachers and staff

Work with the leadership team and clinicians to support unique situations in-home environment for the well-being of the child.

Sep 07, 2020 to Jun 17, 2022 - SEL Leadership Team, Admin, Clinicians, Teachers, staff

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

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

[]

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

## ESSA Schoolwide Program

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

Students (general program, bilingual, and special education) in 3-8 take the State Achievement Test (IAR) every year. These results also guide staff in selecting students for summer, before and after-school academic programs and to individualize or group students for instruction as to ensure that their scale score improves as measured by district tests. All students in grades 2-8 (Including, ELL's and DL's) will also take the NWEA assessment in the Fall, Winter and Spring and will use that data for instructional grouping. Students in K-2 are regularly assessed using DIBELS (English) and IDEL (Spanish) components to measure phonemic awareness and fluency three times a year. Kindergarten students will take the KIDS assessment in the fall. All students will use either the Istation ISIP or Benchmark Assessment System (Lectura) to assess reading comprehension BOY and EOY for Tier 1 and quarterly for tier 2-3 students.

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

Students in grades K-8 participate in a personalized learning model that is tailored to the academic needs and social needs of our students. Use of Common Core Math strategies allows teachers to target low achieving students by providing individual or small group instruction. These students participate in academic after school programs as offered by the school. Enrichment opportunities are provided for students with Technology and the Arts. Integrated curricular units in Pre K-8 allow for differentiation and enrichment. Principal and teachers adjust individual learner profiles for students in K-8th who are at risk of failing. Students are referred to counseling as needed. Students in grades 6-8 participate in counseling /mentoring programs from Northwestern University, (Supplies for Dreams) and school counseling staff. School will continue implementation of the Social and Emotional Learning curriculum to address behavioral MTSS and foster a positive school culture.

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

Teachers use researched based strategies for inquiry and instruction to promote the success of all learners including English Learners and Diverse Learners. The school partners with the Office of Language and Culture to provide quality Dual Language instruction in grades PreK-6 using the principles from the Center for Applied Linguistics. We also partner with professional organizations such as LEAP Innovations, Summit Learning, Reggio Crossroads to provide a cutting edge approach to learning in grades Prek-8.

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

School partners with several organizations to ensure that the Whole School, Whole Child approach is being implemented for our students and families. The Northwest Side Housing Center provides the parent mentor program at Belmont-Cragin and resources through the Quality of Life Plan. We also partner with Lurie Children's to Implement the Whole School, Whole Child, Whole Community (WSCC) model, developed by the U.S. Centers for Disease Control and Prevention to address the comprehensive health and well-being of students and integrate health-promoting practices in the school setting; Help the Early Childhood Center within Belmont-Cragin Elementary School achieve StartWELLand Elementary School achieve Healthy CPS designations; Expand evidence-based asthma education for students, teachers, parents and community residents Provide clinical services through our Mobile Health Program to supplement primary care Services; Establish Behavioral Health Team (BHT) to identify, connect and track students in need of Tier II and Tier III mental and behavioral health services; Collaborate to create a trauma-responsive school including assessment, action planning and trainings in trauma, race & equity and resilience; Expand access to evidence-based mental health services for students through trainings and technical assistance for your school clinicians and community partners; Provide healthy lifestyle education and training to community-based organizations, residents, and families using community-center training facilities; Explore other health-related trainings and education based on needs of the school and community (e.g. positive parenting and child development, anti-bullying and inclusion, injury prevention at home and play, age-appropriate sexual health education); Evaluate the impact of all individual interventions as well as their cumulative effect on the health of the community.

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

CPS Residency Program - Our selected teacher mentors commit to providing the best possible learning experiences for aspiring teachers. We also partner local universities, so that we share the skills and values that help make teachers great and ensure students grow and succeed.

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

School teams work with our personalized learning coaches?all former educators themselves?to develop their foundation with the LEAP Learning Framework in both theory and practice. School teams work with our personalized learning coaches?all former educators themselves?to develop their foundation with the LEAP Learning Framework in both theory and practice.

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

Provide monthly parent meetings and workshops that support the learning in the classrooms  
Provide Family Math and Reading Nights  
Schoolwide morning meetings  
Parent Mentor Program  
Identity Panels  
Family Resource Fairs  
Field Trips  
Student of the Month Awards  
Parent Classes - sewing, nutrition,  
PTA, BAC, PAC, and LSC

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

Facilitate Transition Workshops for parents - application process  
Implement Kindergarten Study in May-June  
Host Kindergarten Open House  
Virtual Kindergarten Open House  
Kindergarten Week (August) to introduce students to Kindergarten teacher/environment

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

Grade Level Meetings, ILT Meetings, CIWP Team Meetings, Flex Days, Professional development days

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

Guided Reading  
Guided Math  
After School Tutoring and Enrichment Programs  
Online Platforms - ST Math, Istation, Mathletics, Summit Learning, IXL

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

Partnerships with community organizations (NWSHC, Lurie's Hospital, Police District, Metropolitan, Tuesday's Child, Alderman's Office)  
Host Community Resource Fairs  
Host and Facilitate Workshops for families - evening and/or weekends  
Attend community Meetings  
Post Community Meetings on ClassDojo and monthly school calendars/newsletters  
High School Fairs

## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental

involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy (Complete)

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

School will hold an annual meeting in the fall to review parental involvement and policy in the scope of PAC, BAC, and LSC. In addition, the school will inform parents about the role of the PTA. During this meeting, nomination and election of officers takes place as required.

**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**

After the initial general meeting, administrators and committee officers schedule monthly meetings for the duration of the school year. Announcements of meetings are included in the monthly calendar that is distributed to all families at the beginning of the month; in the monthly bulletin; and in separate fliers. Agendas are posted at the doors. PAC officers will attend cluster meetings and other district scheduled activities and will report at the PAC and LSC meetings every month.

**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.**

Parents will have the opportunity to participate actively in monthly PAC meetings. Parents will be informed in the calendar, bulletin, fliers, and posted agenda. In addition, the principal will maintain an open door policy for parents to share more individual questions regarding their own children's progress. The principal will conduct quarterly coffee chats with parents in both buildings to share information and receive input from the community.

**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.**

During monthly PAC, BAC and LSC meetings, the principal will share important information regarding school status, student progress, testing at various grades, levels, and subjects, and plans for improvements. Parents are integral in the development of bi-annual CIWP and annual budget for LSC approval. AYP and Value Added reports are shared with parents at meetings. Principal will announce and explain all district

or local assessment practices and their purpose - both in writing in the monthly bulletin, and principal reports for parent meetings.

**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.**

Principal will follow procedures as determined by law by sending letters in a timely manner and notifying parents who request such information. At this point, all staff at the school is deemed highly qualified as per state review.

**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.**

IAR Parent Reports will be sent as available by state and preferably to be distributed during Fall Report Card Pick-up to give teachers a better opportunity to explain the results in a meaningful and personalized manner. IAR reports will be available at the end of the school year and are distributed to parents in the school report card. The school anticipates that more parents will take advantage of the Parent Portal and the NWEA parent reports for ongoing review of their child's progress.

**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.**

The school, in conjunction with parent committee officers, will invite guests to make presentations for parents regarding community resources, preparation for testing, violence prevention and gang awareness, immigration, and much more. Every year, the school will plan curriculum workshops for parents. At that time, parents will be given strategies to help their children at home with homework, how to access ISBE site, remote learning resources for practice, and school information. The school purchases student agendas every year, a way for students to organize their assignments, and for parents to follow up on their children's homework and projects. Parents are informed during Open House of this valuable resource, and are reminded again as academic conferences about children at risk occur.

**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.**

Staff and parents will collaborate in educating their children. To that effect, staff will continue to organize Open House in the fall; workshops with parents throughout the year; Report Card Pick-up with follow up on conferences as required; 8th grade meetings; K through 8th grade individual conferences with parents, students, teachers, and principal to develop and communicate the Individual Remediation Plan for students at risk of not meeting promotion criteria; and other. Parents assist school by hosting the fall and spring book fairs and other motivational or culminating activities throughout the year.

**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.**

The Belmont-Cragin Early Childhood Center is part of the school, a separate branch with 180 students; with 5 full day classrooms and two half day classrooms. The program is a Reggio inspired and funded by Preschool For All, therefore, the program includes parent-teacher conferences, parent-child activities, parent meetings, and the like. Parents are encouraged to volunteer in the classrooms, and they take full advantage of this opportunity, as evidenced by the Parent Mentor Program. Students take frequent field trips in which parents participate.

**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.**

Information will continue to be sent to parents - calendar, newsletter, report cards, fliers, agendas, and other in both English and Spanish. Parent meetings and other sessions are conducted in both languages. In addition, information from the district, like NCLB, high qualified letters, and other is sent home in the language provided.

### 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.)**

Belmont-Cragin Fine and Performing Arts Magnet School will provide an extensive artistic, academically rigorous, socially supportive and culturally responsive environment that will motivate each child to reach

their full potential through creativity, artistic performance and exhibition, Arts Integration, shared community ownership, leadership and personalization.

**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.**

Belmont-Cragin Fine and Performing Arts Magnet School will provide an extensive artistic, academically rigorous, socially supportive and culturally responsive environment that will motivate each child to reach their full potential through creativity, artistic performance and exhibition, Arts Integration, shared community ownership, leadership and personalization.

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

In addition to quarterly report cards, parents will be encouraged to hold conferences with their children's teachers upon receipt of mid-quarter progress reports and second quarter report cards, especially for students deemed at risk based on their grades. Finally, schools will develop student Individual Remediation Plans for students at risk of failing reading, math, science, and social studies. The plan will include strategies for successful promotion to high school for the upper graders.

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

Parents receive letters from their children's homeroom teachers at the beginning of the year which indicate days and times when teachers are available to meet. Parents have access to staff emails and school phone numbers, so that they can leave messages when teachers are in class. During Fall Open House, parents visit their children's classrooms, learn about curriculum and best practices, receive the school's Parent Handbook, and once again, when teachers are accessible to parents for direct communication.

**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.**

All parents are encouraged to become volunteers as permissible by Chicago Public School Board of Education policy and as per school needs. School will discuss volunteer opportunities during Open House.

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

Staff encourages all parents to monitor their children's homework by checking/signing their agendas/organizers. Younger students in kindergarten and first grade use home/school communication folders which parents use consistently throughout the year. These primary teachers have several parent meetings/training sessions - in addition to the district conference dates - where use of communication folders are stressed. Upper grade teachers, counselors, and administrators hold Eighth Grade Parent Meetings to go over promotion policy, student expectations, high school application processes, and special activities. At that time, attendance and academic performance are stressed. Parents participating in the Response to Intervention Process are given specific strategies to help their children at home as the school implements curricular and/or behavioral interventions. Throughout the year during monthly BAC,PAC and PTA meetings, principal and bilingual lead teachers inform parents on achievement and general ways to help their children at home.



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

Parents are encouraged to contact their children's teachers on a regular basis; conferencing with teachers, counselor, and/or administrators, as required. The focus of these meetings is to plan strategies that yield higher academic achievement. During the Intervention process, parents are given an active role in providing suggestions for improvement. PAC, SEL and BAC meetings provide parents additional avenues to communicate general issues with school.

**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).**

The staff provide a detailed explanation of the promotion policy in the benchmark grades. Students in 3-8 are drilled on the school's expectations of their success as relative to NWEA, grades, attendance, and high school admissions. Eighth graders with individual plans participate directly in the planning conferences, sign and are given copies of their documents to assist them in meeting their goals. For example, they will be asked to carry a copy of their plans with them and/or post them in a visible part of their home for frequent/quick reference. Staff stresses the use of agendas/organizers as a way to assist students in monitoring homework and special projects.

### 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.**

Improve parent technology literacy for use to improve learning at home and career readiness. curricular workshops for parents conducted by teachers and or consultants.  
Trainings for ACES, Health, and Social and Emotional Learning to assists parents with dealing with issues related to trauma.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$1309.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also	\$500.00

	purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$0.00
<b>54205</b>	<b>Travel</b> 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
<b>54565</b>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00