

# Hiram H Belding Elementary School

## 2020-2022 plan summary

### Team

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## Team Meetings

Date	Participants	Topic
01/21/2020	ILT	ILT work on SEF
01/28/2020	SEL	SEL work on SEF

## 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
  - 4 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)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change

- 4 Make “safe practice” an integral part of professional learning
- 3 Collaborate, value transparency, and inform and engage stakeholders
- **Evidence:** 5 Essentials results ILT and SEL agendas
- 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
  - 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** ILT, SEL and Grade level team agendas 5 Essentials Survey results

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student’s communities, culture, history, and language
  - 3 Utilize the “big ideas” that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 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:** Eduplanet unitplanner 5 Essentials survey results
- 3 - Instruction
  - 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 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
  - 4 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:** Staff Handbook Unitplanner - high percentage of units and alignment
- 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 4 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Staff handbook Eduplanet Unitplanner
- 3 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 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)
  - 4 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)
  - 4 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)
  - 3 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)
- 2 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)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 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)
- 3 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)
- 4 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)
- 3 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)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 1 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)
- 4 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)
- 4 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:** MTSS in Aspen MTSS on-track for progress monitoring documents
- 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)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 4 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
- **Evidence:** Career Day/ Futures week plans, Naviance data

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** 5 Essentials Survey Results
- 3 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 4 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
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 4 Experience a schoolwide civics culture
  - **Evidence:** 5 Essentials survey results SEL committee work and student voice surveys
- 4 - Physical and Emotional Safety
  - 3 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:** 5 Essentials survey results SEL committee meetings
- 3 - 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)

- 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
- 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
- **Evidence:** 5 Essentials Aspen suspension and discipline data
- 3 - 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
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 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:** 5 Essentials Survey Results

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	4
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	3
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	5

Score	Framework dimension and category	Area of focus
4	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0

# Goals

## Areas of critical need and root cause analysis

Area of Critical Need 1	Root Cause 1	Area of Critical Need 2	Root Cause 2	Area of Critical Need 3	Root Cause 3	Area of Critical Need 4	Root Cause 4	Area of Critical Need 5
MTSS	Lack of parent involvement in MTSS process	Instruction (Diverse Learners)	inconsistent curriculum and progress monitoring K-8 across SPED	Relational Trust (Supportive Environment)	lack of consistent Tier 1 SEL practices in grades 5-8 at Belding	lack of consistent Tier 1 SEL practices in grades 5-8 at Belding	lack of consistent curriculum K-8 for SPED and MTSS	Supportive and Equitable Approaches to Discipline (Restorative)



[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.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading)  The percentage of growth Students with Disabilities and EL who meet and Exceed is significantly lower than other students at Belding	Students with IEPs		50.00	55.00
	EL		65.00	70.00
Vision: NWEA Growth G3-8 (Math)  The percentage of growth students with disabilities and EL who meet and exceed is significantly lower than other students at Belding.	Students with IEPs		45.00	50.00
	EL		69.00	77.00
Vision: NWEA Attainment G2-8 (Math)  The percentage of all students meeting attainment will be impacted by our strategies	Overall		77.00	78.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
Vision: NWEA Attainment G2-8 (Reading)	Overall		79.00	80.00
The percentage of all students meeting attainment will be impacted by our strategies				
(Blank)				

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

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Green in all components except Supportive Environment. Goal: to earn GREEN in supportive environment				5.00	5.00

### Custom metrics (50% complete)

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
(Blank) By 2022, at least 90% of students will respond agree or strongly agree on all four indicators of student-teacher trust, moving our overall supportive environment score to a minimum of 60 (green).	42.00			50.00	60.00
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	more and more effective Tier 1 and Tier 2 SEL practices at Belding
Then we see...	improved student behavior greater relational trust between students and staff
which leads to...	increase of rating on the 5 Essentials Supportive Environment rating.
Budget Description	
Tags	OSCPA: Social/Emotional Support, OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Professional Development for Staff in Tier 1 and Tier 2 restorative discipline practices (classroom based and office based), including training from external partners (experts in restorative discipline) AND internal planning and time for teachers to develop buy-in and to plan ways to put restorative practices into effect at Belding.  Tags:Supportive and Equitable Approaches to Discipline</li> <li>• (Not started) Train and coach all staff through Professional Development for Staff in Tier 1 SEL practices including Second Step, Calm Classroom, and Developmental Designs. Connect Belding Tier 1 SEL practices with IB Approaches to Learning and Learner Profile  Tags:</li> <li>• (Not started) Provide opportunities for all students K-8 to learn social and emotional skills, including empathy, social awareness and relationship building.  Tags:CBE: SEL Integration, OSEL: SEL Instruction</li> <li>• (Not started) Staff trained in trauma sensitive approach, including identifying signs and symptoms of exposure to trauma, and ways to support students exposed to trauma  Tags:</li> <li>• (Not started) Communicate regularly with students, staff, and families in the theory and practice of our SEL approaches and how they can support  Tags:</li> <li>• (Not started) Obtain security cameras for hallways outside of bathrooms at Belding  Tags:Physical and Emotional Safety, Safety &amp; Security</li> <li>• (Not started) Gather student feedback on the weakest indicators in the 5 Essentials survey including "My teacher always keeps their promises", and "My</li> </ul>

	<p>teacher gives me specific suggestions about how I can improve my work in this class" and develop action plans for addressing student concerns.</p> <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> <li>(Not started) Use the existing Belding PSP Problem Solving Protocol by the Behavioral Health Team and MTSS team to specifically address middle school behavior issues.</li> </ul> <p>Tags:MTSS, ODLSS: Behavior Support</p>
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## Strategy 2

If we do...	increase the alignment and rigor of Diverse Learners (Special Education) curriculum and assessment with greater frequency and focus on progress monitoring
Then we see...	increased rigor of DL instruction
which leads to...	a 15% increase in NWEA growth and attainment for Diverse Learner students
Budget Description	Funding for Professional Development (up to \$20,000). Funding for new curriculum and assessments (up to \$10,000)
Tags	ODLSS: Instructional Quality
Action steps	<ul style="list-style-type: none"> <li>(Not started) Purchase and implement a new tool for aligning progress monitoring and assessment for K-8 Special Education (Aimsweb). Provide teacher training and support to implement this tool with fidelity - approx \$4500</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness</p> <ul style="list-style-type: none"> <li>(Not started) Recruit strong DL teachers and classroom assistants. Work with local universities and recruit experienced teachers. Develop a strong vetting process.</li> </ul> <p>Tags:Talent, Teacher Leader Development &amp; Innovation: Teacher Teams</p> <ul style="list-style-type: none"> <li>(Not started) Adjust the DL teacher schedule so that more often teachers have fewer grade levels to service and time for increased collaboration between regular and DL teachers</li> </ul> <p>Tags:ODLSS: Instructional Quality</p> <ul style="list-style-type: none"> <li>(Not started) Summer institutes for SPED teachers to develop an aligned curriculum map to organize and align curriculum resources for DL resource</li> </ul>

classes in reading, math, science, social studies and writing. Collaboration time for developing a scope and sequence.

Tags:Curriculum, ODLSS: Instructional Quality

- (Not started) Summer retreat (teaming time) with professional development for the SPED teachers to develop team coherence and an aligned vision for DL students (high expectations for growth and attainment) and time to align expectations for co-teaching and resource instruction. The SPED team can then plan for leading PD for gen ed staff for casting a vision for high expectations for growth and attainment

Tags:ODLSS: Instructional Quality

- (Not started) Peer observations at strong Diverse Learner schools: administrators and SPED teachers will visit CPS schools with strong DL programs to learn, observe and gather ideas for improving special education at Belding

Tags:ODLSS: Instructional Quality

- (Not started) Lead a school wide walk throughs twice each year looking at engagement and rigor of DL students in both inclusion and resource settings. Generate celebrations and areas for growth.

Tags:ODLSS: Instructional Quality

- (Not started) At weekly DL staff meetings over 2 years, culture and Climate work for SPED team: vision, creating a culture of shared practice, increased alignment of instructional practices, identify the gap between the current team culture and the ideal team culture and develop plans for closing the gap. The team will discuss student data on Aimsweb monthly or quarterly, and develop aligned instructional practices to support student growth. See it/ Name it/Do it professional learning for instructional practices, reviewing student work including cross sections of work across grades and departments to develop common rubrics for future work.

Tags:ODLSS: Instructional Quality

- (Not started) All Special Education teachers will receive training for the EnVision math curriculum to develop confidence in using all of the components of the curriculum, assessments and differentiation tools and to better differentiate this curriculum for our DL students.

Tags:ODLSS: Instructional Quality

- (Not started) Professional development for Special Education teachers on targeted goal selection: identifying core deficits, developing more targeted IEP goals. The software "Goalbook" will be reviewed and if determined worth the cost, will be purchased for Belding to help teachers write more targeted IEP goals.

Tags:ODLSS: Instructional Quality

### Strategy 3

If we do...	MTSS (Multi-Tier System of Supports): Improve the fidelity of progress monitoring of goals and communicating the data and progress to all stakeholders on a regular basis which will lead to greater achievement for students involved in MTSS
Then we see...	greater shared leadership around the interventions and progress monitoring
which leads to...	greater achievement for students involved in MTSS
Budget Description	funding for part time freed MTSS coordinator teacher position
Tags	MTSS
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Teacher training and practice on developing systematic, targeted MTSS goals that address the academic and behavioral deficit Tags:MTSS</li> <li>• (Not started) Develop parent communication checklist for MTSS (MTSS is academic and behavioral) Tags:MTSS: Family and Community Engagement</li> <li>• (Not started) Develop a manageable communication plan (Teacher to parent, MTSS/BHT team to staff, staff to staff intervention providers) for sharing progress monitoring data on a regular basis (MTSS is academic and behavioral) Tags:MTSS, MTSS: Family and Community Engagement, MTSS: Shared Leadership</li> <li>• (Not started) Identify process for diagnosing the core deficit and Create a menu of interventions and a sequence of interventions to address core deficit Tags:MTSS, MTSS: Problem Solving Process</li> <li>• (Not started) Provide professional development for all reading teachers on MSV Tags:MTSS, MTSS: Curriculum &amp; Instruction, MTSS: Progress Monitoring</li> <li>• (Not started) Monthly fidelity checks for progress monitoring Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</li> <li>• (Not started) Support and development for teachers to address tier 1, tier 2 and tier 3 students throughout instructional blocks (not just MTSS block) Tags:MTSS: Curriculum &amp; Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>(Not started) Continue to allocate funding to purchase freed ESL/MTSS lead teacher. Ideally fund 2 positions: one freed ELPT and one freed MTSS coordinator.</li> </ul> <p>Tags:MTSS</p>
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## Strategy 4

If we do...	If we increase the coherence and rigor of our curriculum map, and expand access to diverse and culturally relevant curriculum at Belding
Then we see...	Curriculum tailored to the strengths, needs and interests of each student
which leads to...	increased engagement and achievement for ALL of our students but especially students in our priority groups
Budget Description	funds for culturally relevant texts - up to \$25,000 needed. funds for PD for curriculum mapping and alignment- \$15,000 per year
Tags	Curriculum, Literacy: Shift 3-Increase Access to Culturally Responsive Resources
Action steps	<ul style="list-style-type: none"> <li>(Not started) Continue curriculum mapping looking for vertical alignment and "holes" or areas of improvement. Each semester during this CIWP target a different area of alignment (cultural relevance, differentiation, assessments, etc).</li> </ul> <p>Tags:Curriculum, Assessment: Balanced Assessment and Grading, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>(Not started) Continue IB curriculum development under the coaching of the IB coordinator to align our MYP curriculum to the principles and practices of IB and the approaches to learning skills</li> </ul> <p>Tags:MGIB: IB</p> <ul style="list-style-type: none"> <li>(Not started) Conduct internal curriculum audits looking for culturally relevant texts and representation of diverse cultures in our existing curriculum. Look for windows and mirrors (cultural connections / culturally relevant texts). Make plans for improving to rigor, alignment and cultural relevance of our curriculum. Provide planning time for curriculum development.</li> </ul> <p>Tags:Curriculum, Literacy: Shift 3-Increase Access to Culturally Responsive Resources</p> <ul style="list-style-type: none"> <li>(Not started) Classroom libraries: do an audit to review what we have and supplement with missing genres and culturally relevant text collections. "classroom library makeovers" throughout the school including new shelves, tubs, and books.</li> </ul>

	<p>Tags:Literacy: Key Practice #1-Abundant Reading of Diverse Texts</p> <ul style="list-style-type: none"> <li>(Not started) Hire LEAD180 consultant to continue working on alignment, rigor and assessments in the Belding curriculum. (outside professional development to support our internal work)</li> </ul> <p>Tags:Curriculum</p>
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## Action Plan

### Strategy 1

Professional Development for Staff in Tier 1 and Tier 2 restorative discipline practices (classroom based and office based), including training from external partners (experts in restorative discipline) AND internal planning and time for teachers to develop buy-in and to plan ways to put restorative practices into effect at Belding.

Jul 01, 2020 to Aug 04, 2023 - administration

Train and coach all staff through Professional Development for Staff in Tier 1 SEL practices including Second Step, Calm Classroom, and Developmental Designs. Connect Belding Tier 1 SEL practices with IB Approaches to Learning and Learner Profile

Jul 01, 2020 to Jun 25, 2021 - IB coordinator and administration

Provide opportunities for all students K-8 to learn social and emotional skills, including empathy, social awareness and relationship building.

Aug 13, 2020 to Jun 24, 2022 - SEL team and administration

Staff trained in trauma sensitive approach, including identifying signs and symptoms of exposure to trauma, and ways to support students exposed to trauma

Jul 01, 2020 to Jun 24, 2022 - Administration

Communicate regularly with students, staff, and families in the theory and practice of our SEL approaches and how they can support

Jul 01, 2020 to Jun 30, 2022 - Administration

Obtain security cameras for hallways outside of bathrooms at Belding

Aug 03, 2020 to Jul 23, 2021 - Administration

Gather student feedback on the weakest indicators in the 5 Essentials survey including "My teacher always keeps their promises", and "My teacher gives me specific suggestions about how I can improve my work in this class" and develop action plans for addressing student concerns.



Aug 07, 2020 to Dec 24, 2021 - AP and SEL teacher leadership team

Use the existing Belding PSP Problem Solving Protocol by the Behavioral Health Team and MTSS team to specifically address middle school behavior issues.

Sep 01, 2020 to May 27, 2022 - Admin and BHT, MTSS teams

## **Strategy 2**

Purchase and implement a new tool for aligning progress monitoring and assessment for K-8 Special Education (Aimsweb). Provide teacher training and support to implement this tool with fidelity - approx \$4500

Jul 01, 2020 to May 27, 2022 - Admin

Recruit strong DL teachers and classroom assistants. Work with local universities and recruit experienced teachers. Develop a strong vetting process.

May 01, 2020 to Jun 24, 2022 - Admin

Adjust the DL teacher schedule so that more often teachers have fewer grade levels to service and time for increased collaboration between regular and DL teachers

Aug 03, 2020 to Oct 02, 2020 - Admin

Summer institutes for SPED teachers to develop an aligned curriculum map to organize and align curriculum resources for DL resource classes in reading, math, science, social studies and writing. Collaboration time for developing a scope and sequence.

Jul 01, 2020 to Aug 29, 2020 - SPED team

Summer retreat (teaming time) with professional development for the SPED teachers to develop team coherence and an aligned vision for DL students (high expectations for growth and attainment) and time to align expectations for co-teaching and resource instruction. The SPED team can then plan for leading PD for gen ed staff for casting a vision for high expectations for growth and attainment

Jun 22, 2020 to Aug 28, 2020 - Admin, SPED team

Peer observations at strong Diverse Learner schools: administrators and SPED teachers will visit CPS schools with strong DL programs to learn, observe and gather ideas for improving special education at Belding

Sep 07, 2020 to Jun 03, 2022 - Admin, SPED teachers

Lead a school wide walk throughs twice each year looking at engagement and rigor of DL students in both inclusion and resource settings. Generate celebrations and areas for growth.

Sep 01, 2020 to May 27, 2022 - Admin, ILT

At weekly DL staff meetings over 2 years, culture and Climate work for SPED team: vision, creating a culture of shared practice, increased alignment of instructional practices, identify the gap between the current team culture and the ideal team culture and develop plans for closing the gap. The team will discuss student data on Aimsweb monthly or quarterly, and develop aligned instructional practices to support student growth. See it/ Name it/Do it professional learning for instructional practices, reviewing student work including cross sections of work across grades and departments to develop common rubrics for future work.

Jul 01, 2020 to Jun 24, 2022 - Admin

All Special Education teachers will receive training for the EnVision math curriculum to develop confidence in using all of the components of the curriculum, assessments and differentiation tools and to better differentiate this curriculum for our DL students.

Jul 01, 2020 to Aug 28, 2020 - SPED teachers

Professional development for Special Education teachers on targeted goal selection: identifying core deficits, developing more targeted IEP goals. The software "Goalbook" will be reviewed and if determined worth the cost, will be purchased for Belding to help teachers write more targeted IEP goals.

- administrators

### **Strategy 3**

Teacher training and practice on developing systematic, targeted MTSS goals that address the academic and behavioral deficit

Sep 07, 2020 to Jun 01, 2022 - MTSS Coordinator, Admin

Develop parent communication checklist for MTSS (MTSS is academic and behavioral)

Aug 01, 2020 to Aug 31, 2020 - MTSS Coordinator, Admin

Develop a manageable communication plan (Teacher to parent, MTSS/BHT team to staff, staff to staff intervention providers) for sharing progress monitoring data on a regular basis (MTSS is academic and behavioral)

Aug 01, 2020 to Dec 31, 2020 - MTSS Coordinator, Admin, BHT Team

Identify process for diagnosing the core deficit and Create a menu of interventions and a sequence of interventions to address core deficit

Jul 01, 2020 to Aug 31, 2020 - MTSS Coordinator, Admin

Provide professional development for all reading teachers on MSV

Jul 01, 2020 to May 31, 2022 - MTSS Coordinator, Admin

Monthly fidelity checks for progress monitoring

Sep 07, 2020 to Jun 30, 2022 - MTSS Coordinator, Admin

Support and development for teachers to address tier 1, tier 2 and tier 3 students throughout instructional blocks (not just MTSS block)

Aug 01, 2020 to Jun 01, 2022 - MTSS Coordinator, ILT Team

Continue to allocate funding to purchase freed ESL/MTSS lead teacher. Ideally fund 2 positions: one freed ELPT and one freed MTSS coordinator.

Jul 01, 2020 to Jun 30, 2022 - LSC, Admin

## **Strategy 4**

Continue curriculum mapping looking for vertical alignment and "holes" or areas of improvement. Each semester during this CIWP target a different area of alignment (cultural relevance, differentiation, assessments, etc).

Jul 01, 2020 to Jun 24, 2022 - Admin and ILT

Continue IB curriculum development under the coaching of the IB coordinator to align our MYP curriculum to the principles and practices of IB and the approaches to learning skills

Jul 02, 2020 to Jun 03, 2022 - IB Coordinator

Conduct internal curriculum audits looking for culturally relevant texts and representation of diverse cultures in our existing curriculum. Look for windows and mirrors (cultural connections / culturally relevant texts). Make plans for improving rigor, alignment and cultural relevance of our curriculum. Provide planning time for curriculum development.

Jul 01, 2020 to Jun 24, 2022 - ILT and Admin

Classroom libraries: do an audit to review what we have and supplement with missing genres and culturally relevant text collections. "classroom library makeovers" throughout the school including new shelves, tubs, and books.

Jul 01, 2020 to Jun 24, 2022 - ILT and Admin

Hire LEAD180 consultant to continue working on alignment, rigor and assessments in the Belding curriculum. (outside professional development to support our internal work)

Jun 01, 2020 to May 13, 2022 - Admin and ILT

## **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.**

School wide NWEA, IAR and 5 Essentials surveys.

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

Purchase additional teachers to reduce class sizes and school wide professional development to improve student achievement.

**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.**

Professional learning cycles, school wide professional development, multi-year curriculum mapping.

**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).**

Targeted multiple tiers of interventions and supports for low achieving students including Problem Solving Protocols

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

Hosting student teachers, advertising with Indeed, early recruitment/ interviews and offers.

**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.**

The ILT and SEL leadership team, and administration develop professional learning and sometimes hire consultants or send teachers to outside training that is related to our school priorities and developed from based practices and research.

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

Provide food and babysitting for monthly parent meetings.

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

Due to a recent construction project, the Belding preschool is now located inside our main building (no longer in a rental storefront several blocks away). We are able to have common planning time for preK and Kg teachers, and teachers are now in collaborative study groups (teacher led PLC) to better align practices and expectations.

**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.**

Teachers are part of the Instructional Leadership team which reviews and approves an annual academic assessment plan.

**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.**

Belding has a robust MTSS system - Multiple Tiers of Interventions and Supports for both academic and behavior. Students who have difficulty mastering the proficient or advanced levels of achievement are offered opportunities to re-learn through reteaching, differentiated instruction, small group support, and tutoring. Students who are receiving Tier 2 and Tier 3 more intensive support will have their progress monitored and interventions adjusted multiple times.

**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.**

All programs for federal, state, and local services and programs including programs supported under No Child Left Behind, Violence prevention programs, nutrition programs, etc are coordinated by Chicago Public Schools central office.

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## 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.**

During a summer planning meeting, leadership and members of the parent organizations at Belding will review the parent involvement plans and the parent compact. Currently we meet monthly and hold all parent meetings back to back: Belding Parent Group/ Friends of Belding, NCLB PAC and LSC. The bilingual advisory group prefers to meet separately. We plan to review our parent involvement plans, making adjustments and planning for improvements for the next academic year.

**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**

We hold an annual a Back to Belding night in August each year. At this meeting the principal will give an overview of parent involvement at Belding and the Belding parent groups (BPG/ FOB, PAC and BAC). We will announce and send flyers for our annual organization meeting (held September 16, 2020) inviting parents to be involved in planning for parent involvement. At the Back to Belding night and at the annual meeting (September 16, 2020), parents will receive the parent compact, meeting dates and times, invitations to participate in the parent groups, and invitations to participate in parent training opportunities. Regular reminders of these opportunities will be sent through the weekly newsletters, the school e-mail list, and the school web site. We also use Facebook to communicate news for parents.

**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.**

At the Back to Belding night and at the September annual parent meeting, information will be given to parents about the curriculum, the assessment tools we use to measure student progress (F&P reading level or Lexiles, NWEA MAP, ACCESS, etc.) and the proficiency levels students are expected to meet. We will overview the Title One and SGSA expenditures at the school. At monthly parent meetings there will be Q&A time and opportunities for suggestions to be offered about the educational programming at Belding.

**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.**

Triennially, parents are sent benchmark results (BAS and NWEA) results in reading and math. IAR results are sent home as soon as they are available.

**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.**

Per NCLB guidelines, written notifications will be sent to parents when their child is taught by a teacher who is not highly qualified. There are no teachers in this category at Belding.

**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 Grade Level Curriculum Nights, teachers will offer workshops for parents explaining the academic content standards (state and Common Core), achievement tests, and how to monitor their child's progress with Parent Portal and regular communication with the teachers.

**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.**

Information is provided to parents through the school web site, monthly newsletters, and weekly emails. Parents are provided information on how to use the parent portal, and at grade-level curriculum nights parents learn how to help their children improve academic achievement. Parent involvement opportunities are also discussed at the monthly parent 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.**

At Belding, all of the staff value parent contributions and effectively reach out to, communicate with and work with parents. The Belding principal and mentor

teachers will educate all new staff members in how to build these ties with parents. At annual Professional Development, a short session on utilizing parent volunteers will be presented to all staff. The handbook and staff norms include parent and family partnership resources and values.

**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 parents of preschool students who attend Belding are invited to attend all parent meetings and events at Belding.

**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.**

To the extent possible, essential communication is translated into home languages. Documents translated include report cards, progress reports, and key letters. At Belding School more than 20 different languages are spoken by our families, and it is not feasible to translate into every language every document.

### 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.)**



Our Vision: Joyful, inquisitive learners who care for and contribute to our world.  
Our Mission: The Belding community works and dreams together to inspire, cultivate and engage the hearts and minds of our diverse students, families and staff.

**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.**

Bi-annual report card conferences in November and April. Back to Belding and Grade Level Curriculum Nights in August and September.

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

Quarterly progress reports and tri-ennial benchmark assessment reports.

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

Parents will be given staff e-mail addresses. Parents may also call the school and request a meeting which will be arranged when the teachers are not teaching (usually before or after school).

**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.**

At Belding there are three routes to volunteering in classes: 1) parents may participate in BPG/FOB activities which involve classroom volunteering. By attending parents meetings, parents will receive invitations to volunteer with special projects or activities. 2) Each teacher extends an opportunity for parents to volunteer regularly or for special class events. These opportunities are communicated at Back to Belding night and through emails and weekly class newsletters. 3) Some parents approach the office directly and offer to volunteer. The principal and AP make connections between parents and teachers if help is needed.

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

Belding parents will support their children's learning in the following ways:  
? My child will read with an adult or be encouraged to read independently each day.  
? My child will complete all homework assignments given by school instructors and will be encouraged to ask for help when it is needed.  
? My child will arrive at school on time, well rested, and prepared for a full day of instruction and learning.  
? My child will treat teachers and fellow classmates with respect and compassion. I will make positive behavior the expectation in my household.  
? My child will graduate from high school and will understand the importance of a strong education in determining future success.  
? I will encourage my child to dream big and always give 100 percent effort.  
? I will treat my child's teachers as a valuable resource and work with them to support academic improvement and classroom behavior expectations.

? I will monitor my child's academic growth and stay as involved as possible in my child's education. I will let the teacher know right away if I notice any problems.

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

Belding parents will participate in decisions relating to the education of their children by attending the monthly Parent Meetings (LSC, BPG/ FOB, NCLB PAC).

**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).**

Belding students will share the responsibility to improve their academic achievement by:  
 ? Doing homework every day and asking for help when needed  
 ? Reading at least 30 minutes every day outside of school time.  
 ? Giving to my parents or guardians all notices and information received by me from the school every day.

### 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.**

Increase parent involvement and capacity for supporting students in academic achievement and social emotional health

**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.	\$0.00
53405	<b>Supplies</b> 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.	\$316.00

<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.	\$373.00
<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)	\$800.00
<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