

Blair Early Childhood Center 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/15/2020	Blair Teaching Staff	Grade Level Meetings discussing new design of CIWP
01/14/2020	ILT	Grade level meetings & Planning for CIWP
01/31/2020	CIWP Team	Divided areas of CIWP Team for service providers to design and collaborate
01/23/2020	LSC Members	CIWP strategies, goals and next steps
02/19/2020	Grade Level Teams	Priorities, goals and strategies

Date	Participants	Topic
03/10/2020	ILT	Goals and strategies
04/21/2020	ILT/CIWP Meeting	Strategies, Fund Compliance and Parent Plan
04/17/2020	CIWP Meeting with P and AP	Fund Compliance and Parent Plan
05/04/2020	Principal and AP	Review of CIWP
05/14/2020	LSC Meeting	Approval of CIWP and Approval of Budget
09/29/2020	Title I Annual Principal Meeting- Parents & Staff	Title I Annual Principal Meeting/ESSA/CIWP
10/08/2020	LSC Members	LSC Meeting/PAC/BAC

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)
 - 3 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:** Blair's Vision and Mission, Annual Staff and Parent Surveys, Weekly Evaluations from Parent Meetings, All staff members have ownership and duties involving our students on a daily basis, Encourage staff to further their education,

professional learning and leadership inside and outside of the school, REACH process, Peer Observations, Learning Walks, Grade Level Meetings, ILT, Individualized Education Plan Meetings,

- 3 - Structure for Continuous Improvement
 - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Classroom Observations, TSG, Brigrance, IEP Benchmarks and Goals, Peer Observations, ILT, GLT Agendas, MTSS Team Notes, Interview Team, Second Step, St. Laurence students on Wednesdays, ResU Nurse Interns, Blitz Inspections, Daily Cleaning Inspections We at Blair Early Childhood Center are committed to setting instructional goals that encourage our students to maximize their abilities and ensure the "whole child" develops physically, cognitively, and medically. Our mission is to support the unique learning needs of all of our students to maximize independence and build a solid foundation on which to go out into the community/world and be productive members of society. We will achieve this by creating a positive learning climate and educational environment that promotes the "child first" theory by providing all necessary services, a rigorous Common Core and Early Learning Standards curriculum, data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children, both in a professional capacity and through family and community involvement and partnerships. We strive to develop teacher leaders through professional development opportunities within the school and through outside vendors. Blair is also a host site for student teachers from universities in Illinois and for SECA's who will complete their residency programs to become teachers. Our teacher leaders are continually seeking opportunities to continue their education and enhance their techniques to improve student outcomes. Our administration is continually seeking growth opportunities to learn alongside the staff and motivate their learning to positively impact their knowledge professionally and their student outcomes.

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:** Individualized Education Plans, Creative Curriculum, Erikson, Partnerships with St. Laurence and ResU, CCSS, IELS, SELS, Second Step, ChiME, Botanical Gardens Horticulture Therapy, ACCESS The three and four-year-old programs at Blair implement a prekindergarten curriculum to build pre-academic skills in all of the children. These skills include learning colors, numbers, letters, counting, patterning, and shapes. The curriculum also includes learning how to participate in small and large group learning experiences, fine motor skills (beginning writing, cutting, etc.), sharing, and other skills to help prepare children for school. The activities are hands-on and play oriented. Exploration time, pretend play, games, and interactive activities have been most beneficial in helping Blair's young children learn. These activities are the most motivating for the students and lead to the mastering skills. Blair's classrooms are positive environments to support the young children's learning to help them prepare for kindergarten. Teachers design and integrate thematic and comprehensive units to meet the needs of the diverse learners. The teacher integrates all of the curricular areas under one theme. Teachers are teaching language arts through thematic units across the curriculum and integrating broad areas of knowledge, such as social studies, science, and math with the teaching of the four major language skills: reading, writing, listening, and speaking. The thematic units always cover multiple disciplines. The units greatly enhance the students' learning because they integrate different intelligences and topics into a single lesson, and mirrors how the young children, actually learn. A variety of formal and informal assessments are used to check for understanding. Language arts and math have become a primary focus at Blair. Broad goals for the language arts curriculum focus on increasing the students' skills in listening, speaking, reading, and writing. Teachers do not separate the learning of one skill from the learning of another; however, at times teachers will focus more on one area of language arts than another. For both language arts and math, the students need different types of instruction and support. Teachers tailor instruction to build on the individual child's knowledge and ability. Teachers reinforce and practice math learning throughout the day and make math real. Teachers in all grades focus less on passive learning (such as listening to someone explain and demonstrate), and provide lots of hands-on activities. There is continuity during phonics instruction between kindergarten and first grade. A phonics-based early reading program Primary Phonics, Wilson/Foundations and Kindervention facilitates individualized instruction through flexible, skills-based workbooks and storybooks that correspond to students' ability levels. Students are able to work at their own pace and progress from simple to complex phonic elements to become successful future readers. Students at Blair have standards-based IEPs with goals written aligned to the Common Core State Standards and the Illinois Learning Standards- the goal is for students to work toward doing grade-level work and to make progress if they get the right support and services. Even the severely disabled students, whose cognitive abilities may make it difficult for them to ever fully operate at grade level, will be exposed to grade-level content with a standards-based IEP. This way there is still a progression through the years toward grade-level performance. Aligning the students' special education program with learning expectations for all students helps ensure that students with disabilities benefit from school accountability and improvement activities just like other students. Lesson plans are aligned with Illinois Learning Standards, My Teaching

Strategies, and kindergarten and first grade Common Core state standards. The blended classrooms have created a culture for the students to become stewards of their own learning. Each student's IEP provides the plan for the students' development over the course of the next year. Appropriate accommodations and modifications are stated in the IEP based on individual needs and then each student receives differentiated instruction based on their IEP. The accommodations and modifications are also explicitly stated and included in the lesson plans for the diverse learners and ELs. Each and every student has a stimulating environment that enables him or her to develop physically, emotionally, socially and cognitively. Teachers integrate academic and social-emotional learning. Teachers use the Early Learning Standards, in the IEP and in instruction, to focus on social and emotional development to address the children's relationships with others- adults and other children- their sense of personal identity and self-confidence, and their ability to regulate emotions and behavior. An Essential Arts Grant supports all student advancement toward achievement of IEP goals and Illinois Early Learning and Development Standards

- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 3 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 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
 - 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:** Individualized instruction, differentiated instruction, teacher data, TSG, Brigrance, ACCESS, IPT, IEP's All teachers develop lesson plans based on the Common Core State Standards. All teachers use appropriate texts and materials that support the Common Core State Standards. Each student's Individual Education Program (IEP) encompasses the goals the team sets for the child over the course of the next year, and includes the special supports and accommodations needed to achieve them. Individualized Education Programs address students' academic, social emotional, developmental functioning, communication, and behavioral needs and plan for the sequence of skills to be mastered. When writing the goals for a child's IEP, team members refer to data recorded on the student's progress and needs, goals then focus on the unique educational needs of the individual student. Instruction is driven by the learning needs of Blair students, and is differentiated based on those needs. Additionally, students will receive the accommodations outlined in their IEPs. Instruction for the 3 and 4 year olds is continually being examined and adjusted to prepare the students for the Common Core State Standards in Kindergarten and First Grade. Although the academic programs may be significantly modified, the teachers possess a clear understanding on how to provide rigorous instruction to meet the unique needs and challenges of all their students. Teachers scaffold instruction on a daily basis to ensure students' success. Teachers regularly use data to inform and guide instruction. New teachers are paired with mentors who provide guidance and support as teachers hone their instructional skills. Technology continues to be a focus of our school's Cycle of Continuous Improvement.

Teachers regularly participate in technology training and strive to integrate the most relevant and current applications of technology across the curriculum. Through the use of technology, teachers have been able to expand differentiated instruction and improve attending skills resulting in increased student achievement, particularly in literacy and mathematics. Teachers provide multi-sensory prompting, as needed, to ensure students understand directions and instructions during math and literacy lessons. Teachers explain tasks to students, break them down into smaller steps when necessary, explain the task using developmentally appropriate words, gestures, signs, and visuals based on the student's level of understanding. Teachers use questioning and discussion techniques when appropriate during various literacy lessons. Students are provided with pictures/objects/manipulatives related to the content of the task. Students are provided with visual and tactile cues by teachers when asked questions, and are given extra response time if needed. The majority of our teachers have English Language Learner (ELL) endorsements. Teachers use research based strategies and bilingual materials on a daily basis to promote language development. In addition, classroom teachers and aides provide bilingual language support as needed throughout the school day. Scaffolding is used to provide the students structure and support. The students are introduced to new math and literacy concepts, utilizing information they already possess. When teachers use scaffolding, the students are able to learn new and age appropriate concepts and skills. As the child learns new information and masters it, less support is provided and students participate in activities independently. Teachers integrate multi-sensory materials in order to increase student engagement and understanding. Texts and materials are of high-interest and developmentally appropriate. Accommodations and modifications are provided to ensure that students have access to text. Some teachers use visual schedules and timers. Teachers also use flexible grouping of students during small group lessons. Informal assessment is used in instruction, and teachers monitor student learning by checking for understanding during lessons. Formative assessment includes data collection recorded per the mastery criteria of the IEP goal/benchmark. Teachers demonstrate flexibility and responsiveness, and are able to shift lessons when necessary. Teachers provide a classroom environment that is responsive to the sensory needs of students. Teachers have created projects to develop partnerships with the community via residencies and grants. Many teachers have obtained grants through Donor's Choose to enhance their math and literacy curriculums. Many have already been fully funded. Additionally, teachers seek out and attend outside professional development opportunities related to literacy and math. The Blair Administration and Staff are attending on-line professional development opportunities to enhance their knowledge and skills for Remote Learning. The Blair Administration and Staff are also going to be trained on additional SEL programs and strategies to support students and families.

- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers

- 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
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 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:** IEP benchmarks and goals, TSG, Brigance, KIDS, ACCESS, Teacher created assessments A variety of assessments are used at Blair to determine student progress across all subject areas and discover areas of need. A district wide assessment, REACH, is given to all students at the beginning of the year (BOY) and at the end of the year (EOY) to demonstrate student progress in the areas of Language Arts and Math. Most Pre-Kindergarten students are assessed using The Brigance Inventory of Early Development II or the Carolina Curriculum, which are criterion-referenced assessments, at least once a year. Pre-Kindergarten students enrolled in Blair's Chicago Early Learning Program are assessed 3 times a year using Teaching Strategies GOLD. Families receive a report card twice a year. Students in this program are also screened within weeks of enrollment using the ESI/R and ASQ-SE which can help identify students who need more support. Students with a moderate cognitive disability who are in Kindergarten and First Grade are assessed using the SANDI. The SANDI is given at the beginning of the year (BOY) and the end of the year (EOY) to demonstrate student progress. Students who are enrolled in the bilingual program at Blair school are identified as an English Language Learner (EL). Within 30 days after enrollment, ELs that are 3-4 years old are assessed using the Pre-IPT and 5-6 year olds are assessed on the Model K. ELs that are in Kindergarten or First Grade are also given the ACCESS K and 1. In addition to the standardized and district assessments, teachers at Blair implement teacher-created assessments to measure curriculum progress on a weekly basis in their classrooms. These assessments are individualized to each student and include anecdotal records, running records, and portfolios that highlight student work. Students who receive special education services at Blair have an IEP. Teachers take weekly data on goals and benchmarks which is documented quarterly with an IEP report card. Overall, Blair focuses on the individual needs and ability levels of every student. Students receive necessary, individual accommodations and modifications so they can demonstrate their knowledge and skills to the best of their ability.
- 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)

- 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)
- 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)
- 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)
- 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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:** IEP's, ASPEN, SSM, SAM, Attendance Committee Agendas and Minutes, ILT Agendas, Parent Support Group Evaluations, Parent Survey, Staff Survey, Individual Student Meetings with team members and parents, Parent/Teacher Conferences, student data, Second Step data, SEL accommodations and goals, Behavioral Management Team data, Professional Development opportunities ie: Safety Care Training. Most students at Blair are placed by ODLSS based on their Individualized Education Plans. Most of the students are in an instructional special education classroom. When a child enrolls at Blair, an intake meeting is held with the parent and all of the service providers that will be involved with the student to review the Individual Educational Program (IEP). All students are formally assessed within 6 weeks of entering the school and reassessed near the end of the school year. Teachers keep data on each student documenting skill acquisition per IEP. Some students have behavior plans that are developed and monitored by the school team members and the parents. Students are placed in classrooms based on age and needs, and when students' needs change they are moved or included in other classrooms. These decisions are based on data and team input. English Language Learning students (EL) are provided instructional support through teachers endorsed in ESL, bilingual aides, and various modifications and accommodations to the curriculum. Students enrolled in Chicago Early Learning Program are screened within weeks of enrollment on the ESI/R and ASQ-SE. Depending on their performance students may be re-screened or referred for further evaluation. The team will develop accommodations and modifications that will be implemented for five weeks. If the accommodations and modifications are not helpful then the student is referred for a full evaluation. After evaluation is completed the team meets to discuss results of evaluations and determine student's needs.
- 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
 - 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:** Field Trips, community based events and activities, partnerships with St. Laurence, ChiME, Botanical Gardens and ResU, partnership with Chicago Park District, transition meeting for parents, ESY In order for the students to be college and career ready, we begin by providing experiences to gain academic and functional proficiencies needed in order to demonstrate independence, self-determination, collaboration, leadership, critical thinking, creativity, and responsibility. All staff members reinforce not only high academic expectations for the students, but build upon the students' self esteem and independence. The

students at Blair learn important pre-requisite skills in all academic areas that will benefit their long-term goals and achievements. Embedded in all of the programs are high expectations for all students even though many will always be dependent on others and will face life long challenges. Each student is encouraged to develop leadership qualities and provided special opportunities to explore different rolls within the school community. Throughout the year, teachers describe different community helpers and how they help out. Students are being taught to be active, responsible, and conscientious members of the community. Teachers encourage children to be active citizens and help them understand that everyone plays an important role. Members of the community are invited to Blair to teach the children about what they do and how they serve the community. Firefighters, police officers, the local librarian, and a parent in the Marine Corps visit Blair to share their experiences and to answer questions about their profession. Students at Blair are exposed and engage in hands-on field trips that emphasize the range of future career paths. Some of the field trips include: Brookfield Zoo, Chicago Children's Museum, Planetarium, Aquarium, Chicago Public Library, farms, restaurants, local establishments like 7-Eleven and Subway, and a variety of plays/performances in the Chicagoland area. Community based skills are encouraged daily through programs like Gardening, ChiME (a Suzuki Orff Program), and the Fine Arts. Within these programs students learn to discover personal talents and skills that would be useful in the professional world. The first grade students participate in a horticultural program through The Chicago Botanic Garden. Students are actively engaged with gardening and other natural elements and learning cultivation and management to help them in the future. Many students participate in the Special Olympics Young Athletes Program. Children learn how to play with others and develop important skills for learning and future peer partnerships. Families are provided with information to involve their children in local, age-appropriate recreational activities that the Chicago community offers. When students age out of Blair, it is the duty to make sure they are ready to transition to their next school. Before this takes place, a transition meeting is held for families to gain further information. Representatives attend from the CPS schools where the aging-out students have been placed. At this meeting, each parent is given a packet with tips and important contact information they may need, within Chicago Public Schools. The principal, assistant principal, counselor and school social worker hosts the meeting and answers common questions parents usually have about their child transitioning to a new school. Additional support is given to the families who are applying to an Options of Knowledge program. Parents use this time to talk to one another and get the information they need from the school to ensure a successful transition. Teachers at Blair ensure that the transition is successful for each student by meeting their specific needs. My Teaching Strategies GOLD benchmarks are discussed during Parent/Teacher Conference day. An explanation is given as to the color bands and where their child falls within those bands. Parents can see deficiencies as well as where their child meets or exceeds expectation for their age group. The My Teaching Strategies GOLD report is provided in Spanish for those parents whose dominant language is Spanish. Some students benefit from summer learning experiences and Blair offers Extended School Year for the students that need this extra support. Though Blair Early Childhood Center has very little to do with the college application and entry process, we pride ourselves on teaching the students functional skills that they will use the rest of their life.

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:** Second Step, ChiME, Yoga, Horticulture Therapy, meal times, center time, mentor program, individualized enrollment meetings, weekly parent support groups in english and spanish, team teaching, peer observations, team approach, staff knowing that they are valued and have ownership in the school operations. The environment at Blair Early Childhood Center is warm, genuine and respectful. Trust is fundamental to building personal relationships and a vibrant community and this is something that the Blair staff works to achieve on a daily basis. All staff members support and encourage whole student development by communicating with therapists, families, the school social worker and administration. All students are highly respected and staff interact with students in appropriate ways based on their age and developmental level. Staff members have knowledge of how to support specific students in their therapy goals and have knowledge of specific equipment needed to access their curriculum. The school psychologist has provided training and information on how to use respectful and appropriate behavior modification techniques to shape student behavior. Adults use positive reinforcement and positive behavior strategies that are respectful and consistent. All staff members work with children based on their developmental level but providing scaffolding to promote self esteem and independence. Staff teach students to treat one another with kindness and civility. Other opinions are listened to and respected in the classroom and every voice in the classroom is heard and listened to. At Blair, we have some students that are non-verbal or emerging in speech language and staff find and create ways of allowing these students to communicate and have their voices heard.
- 4 - Student Voice, Engagement, and Civic Life
 - 4 Study politics
 - 4 Become informed voters and participants in the electoral process
 - 4 Engage in discussions about current and controversial issues
 - 4 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 4 Authentically interact with community and civic leaders
 - 4 Engage with their community
 - 4 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Community Helpers Curriculum, partnerships with Knights of Columbus, American War Veterans, tech company, investment company, St. Laurence HS students who are future teachers or therapists, multicultural fest, project based learning based on events of the month, guest reader, sharing careers day, weekly parent support group meetings, Weekly Reader/News 2 You. Blair students have access to a wide range of enrichment activities throughout the school year. Students participate in the Suzuki Music Program, Urban Gateways Dance Program, Social Work groups, Gardening, Art, and Adapted Physical Education. Students participate in variety of fine arts disciplines (music, dance, theater) during in school performances with professional artists. Each of these activities is evaluated yearly based on student interest and involvement. Many of the students come from families that do not have the socioeconomic means to

provide exposure to different community activities. Therefore, Blair provides exposure to these experiences at school by providing special activities such as monthly performances, field trips, Field Day, Halloween Parade, Thanksgiving Feast, holiday celebrations with different groups and organizations, Multicultural Fair, Special Olympics, and Kindergarten Graduation. These school activities are adapted to meet the needs of each of our students. Due to our student's age and developmental levels, they do not necessarily have a voice in planning the activities. However, teachers create activities based on inspiration from the students or based on the student's needs and interest. Blair School accepts students from all over the city and the majority of the students are transported by bus. Therefore, due to age, special needs, and transportation needs, after school extracurricular activities are not provided for our students. Grade level teams collaborate to align and embed civic skills and content into the curriculum. Children are taught critical skills such as showing curiosity in the world around them, showing simple symbolic play, making eye contact, proper ways to greet people, making choices, taking turns, sharing, and following rules. Students make positive contributions to the school and community in many ways such as making cards for the fire department, creating and selling Christmas cards to school and community members, and fundraising to help a cause, for example, the "Get Behind the Vest" campaign for the Chicago Police Department. Students learn to understand some concepts related to citizenship and develop an awareness of their uniqueness both individually and as part of a family. Teachers engage students in conversations about equality, fairness and sharing when a conflict needs to be resolved. They provide students with the opportunity to demonstrate preferences and choices when the group votes to make simple decisions. Each classroom provides leadership roles and responsibilities for the students in the classroom (e.g., line leader, reciting the Pledge of Allegiance, and taking attendance to the office). At Blair, each teacher works diligently to make each student's voice heard but we need to continue to find ways to include the students in programming and decision-making

- 3 - 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)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Individualized student referrals based on academics, communication, health, motor and social emotional functioning, time distribution schedules, safety plan, safety committee, Functional Analysis/Behavior Intervention Plans, SEL accommodations, SEL groups, Second Step Blair Early Childhood Center is a warm and welcoming environment. Everyone that enters the building is greeted with a hello and a smile. Upon arrival, visitors are required to sign in at the security desk. Due to the unique needs of the students at Blair, staff know that safety is a concern for everyone. The doors are locked throughout the school day and only designated individuals in the building are allowed to open the doors. During the school year, we practice several safety drills. We practice fire drills 3 times a year and severe weather, bus and lockdown drills are practiced once a year. At Blair Early Childhood Center, the Principal and the Assistant Principal are the primary people in-charge at all times. There is a well-developed Emergency Plan in place along with an Emergency Team. Each person on the team is aware of what they

are responsible for if an emergency were to occur. Blair School has Safety Procedures in place and each parent signs that they have received a copy of the procedures. Parents know they are responsible for signing their children in and out each day. They are also aware they must check into the office if they have any questions/concerns with staff. Each staff member that services the students at Blair has an open line of communication. Each student at Blair has an daily communication book that remains in their bookbag. Parents can reach staff members via Remind App, email, telephone or through the daily communication book. Communication is also achieved through a monthly calendar, bi-monthly parent workshops, bi-yearly parent/teacher conferences and annual IEP meetings. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Parent workshops with our school social worker, provide information and training to promote parenting skills, medical information, resources, training, resources to support families with special needs children, and hands-on training to support student learning in the home. To maintain order at the beginning and end of the school day, staff are assigned duties. Paraprofessionals use hand held assistance for each student that arrives off the bus and adults not assigned to a classroom walk each student to their classroom. There is a check in system when students arrive off the bus and leave each day. If the students are dropped off the parents know the routine of dropping their child off in the designated areas where staff are present. The students remain there until the school day begins. The Preschool students without disabilities are assigned a designated area and wait with their parents/guardian until the teacher receives them. At the end of the day, the parents are asked to wait in the Multi-Purpose room to keep the hallways clear during the transfer of students. The staff is trained in behavioral interventions and the use of data to address challenging behaviors. The staff is certified in safety care (deescalation). This is a certification program offered by CPS for all Low-Incidence staff members. The training teaches staff appropriate ways to address situations in which behaviors may be escalating. Good attendance provides structure and order for our students. Teachers work with parents to encourage daily attendance, homework completion, appropriate sleep, overall preparedness and ownership of learning to the best of their ability. Due to chronic illness, surgeries, therapies, and other health issues, daily attendance continues to be an area of concern.

- 4 - Supportive and Equitable Approaches to Discipline
 - 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Functional Analysis and Behavior Intervention Plans and accommodations, staff share the ownership of Blair's mission and vision, attendance team, SEL Team The school staff at Blair Early Childhood Center, including all teachers, therapists, education support personnel and ancillary staff have been trained on behavior intervention strategies and regularly use specific practices that support on-task positive behavior and enable students to regulate their behavior. Due to the young age and special needs of our students, the continuum of responses to effectively change student behavior does not include detentions or ISS. The staff focus on shaping behavior as opposed to punishing

behavior. We incorporate a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth that explicitly relies on visual supports, positive reinforcement, redirection, and opportunities for sensory reorganization and breaks. Staff are respectful and calm when responding to behaviors and staff have knowledge when there is a plan for assisting individual students. Our school psychologist works with teams of teachers and ancillary staff to design, monitor and implement student behavior plans. In addition, she works with students individually to conduct functional analyses of behaviors and identify appropriate replacement behaviors. Our school social worker conducts lessons on a weekly basis with students, individually or in small groups, to develop Social Emotional Skills (SES). She also implements a Tier 1 intervention program called Second Step with the Chicago Early Learning pre-school students. Within the classroom, the teachers reinforce what the social worker is doing and uses similar language, visuals and songs to teach students important social and emotional skills needed to get along with peers and make positive choices.

- 3 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 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:** Weekly parent support group meetings, REMIND App, Updated Web site, weekly newsletters per class, monthly calendars, quarterly parent activities, guest readers, career days, IEP meetings, family tours, weekly recognition for students, holiday parades and events with families, Field Day, Special Olympics, ChiME, Botanical Gardens, Knights of Columbus, American War Veterans Blair Early Childhood Center values our parent and family partnerships and works hard to create a sense of shared responsibility for the academic, physical and social emotional development of all our students. Throughout the year, parents are welcomed into our school building and community through a variety of activities. Each year, the preschool staff holds an orientation for all new incoming preschoolers and their families to introduce them to our school, our procedures and the necessary paperwork. Parents are invited to school-wide celebrations and events. Some examples of this are the holiday performance, holiday potluck, graduation, quarterly events and activities and end of the year Field Day events. Parent meetings are held twice a month on a variety of topics such as home activities to support a child's development, positive parenting skills, and stress management. Community partners are brought in to present valuable resources and information to parents that support their child's development. Previous presenters have included Tuesday's Child, Chicago Park District Special Recreation, Community Service Options, Little Friends Center for Autism, UIC's Division of Specialized Care for Children, and Lekotek. Topics for meetings are

published in advance and included in the monthly calendar. Information on community events and resources is also shared with parents via the Remind App and flyers that are sent home. There is a yearly field trip planned for families to the Chicago Children’s Museum at Navy Pier for an Adaptive Sports event. Parents are also welcomed into the classroom to volunteer as guest readers, share your occupation, quarterly events and activities related to all of the holidays. There is a yearly field trip planned for families to the Chicago Children’s Museum at Navy Pier for an Adaptive Sports event. Parent relationships are embraced and cultivated through communication in a variety of ways. Each child’s family who has an Individualized Education Plan is invited to an “intake meeting” to meet all teachers and therapists that will be working with their child. Annual IEP meetings are held to report on the growth, strengths and needs of our diverse learners. Report card pickup allows parents to formally meet with their child’s teacher to discuss progress bi-yearly. Daily and weekly communication occurs via email, communication books, phone calls, newsletters, and in-person at arrival and dismissal. A school website has monthly updates, the calendar and pictures of the latest happenings. Bilingual staff members are available to interpret parent phone calls and notes and written communications are provided in both English and Spanish. Families have opportunities to participate on parent councils such as the Bilingual Advisory Council, LSC and ESSA. The school is always looking to involve parents to better improve the quality of the school and the learning environment. Families can voice concerns and share their feedback through an annual survey provided by Chicago Public Schools. Informal suggestions and comments are also contributed at parent workshops, the yearly observation, and other meetings. Parents complete a needs assessment at the initial parent meeting. With this feedback, our school makes necessary changes to address and respond to parent concerns. This two-way feedback loop process allows families to feel a close connection with our school. The Blair Administration and Staff will be providing technology training opportunities for parents to assist with Remote Learning and online safety. The Blair Administration and Staff will also be adding SEL training opportunities and supports for students and families.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	2
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	3
4	Quality and Character of School Life: Relational Trust	0
4	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	Deepen content understanding in early childhood mathematical strategies, vocabulary and concepts
Root Cause 1	Need of new approach and research-based strategies to improve students' learning outcomes and teachers' practice and knowledge.
Area of Critical Need 1	Increase involvement of families in the education of their children at school and at home
Root Cause 2	Need to educate parents about the benefits of literacy, interactive games and independent functioning skills at home. Need to create stronger partnerships with parents.
Area of Critical Need 3	Increase student attendance and increase student learning

Root Cause 3	Collect data to determine the obstacles that prevent consistent student attendance. ie: illness, therapy, bus issues, parent participation
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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: Attendance Rate I chose this metric despite the young age, medical issues and therapy appointments because our team strives to improve attendance by increasing parent involvement in our school community.	Students with IEPs		82.40	85.40
	Overall		82.40	85.40
(Blank)				
(Blank)				
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Blair is overall "well organized" for improvement on The 5 Essentials. Blair scored the highest (99) on the following areas: instructional leadership, parent decision making in schools, program coherence, quality professional development and teacher parent trust. What has improved most at Blair is quality of student discussion, teacher- parent trust, collective responsibility and instructional leadership. We pride ourselves in being partners with our families and our				99.00	99.00

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
teachers are strong collaborators. Blair's performance score and feedback are based on 3 of the 5 measures. Students are unable to respond due to young age.					

Custom metrics (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
The Blair Staff is professionally learning alongside our blended pre-school, instructional kindergarten and first grade staff in order to sharpen the lens for measuring the quality of math instruction at Blair. Evidence of progress will be captured in our agendas and meeting notes after Erikson coaching sessions. Analyzing the color bands in the area of Math on the TSG will allow us to see the yearly growth in our four year old students and growth in the 1st grade students' IEP quarterly benchmarks.				0.05	0.10
Overall increase in parent involvement in the Blair school community. Provide additional opportunities for parents to participate in weekly meetings, quarterly activities, holiday events and whole school events. We believe that an increase in parent participation during school related functions will also increase our community involvement and improve our student attendance. We will measure this by parent sign in sheets, parent surveys and evaluations after the parent related functions.				0.05	0.10

Strategies

Strategy 1

If we do...	deepen our content understanding in early childhood literacy, mathematics, arts instruction while using various technology platforms
Then we see...	an enhanced and expanded teacher knowledge base and an increase in collaboration among classroom teams

which leads to...	children creating their own stories, supporting literacy development, and understanding the components of authorship which also leads to richer conversations with staff and peers and students' understanding and use of expanded math vocabulary, concepts and strategies in the classroom and throughout the day using digital and non digital platforms.
Budget Description	Hire Erikson math coach who meets 1-2X per month with classroom teams. Materials would include the Erikson math manuals. Hands on manipulatives, Heggerty webinar in August 2020. K/1 teachers will attend Wilson Foundations training in fall 2020. ChiME Music/Pre Readiness classes 1.5 days per week, Staff will be trained on Google Classroom, Google Meet, Google Jamboard, Zoom and GoToWebinar to assist students and parents with Remote Learning.
Tags	Curriculum, Instruction, Arts Education: Building a Student-Centered Arts Classroom, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #4- Authentic Learning Experiences, ODLSS: Early Childhood, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> (Not started) Erikson Math representative coaching 6 teachers per year over 16 sessions. Sessions provide individualized strategies. ChiME Music/Pre-Readiness classes for all students- classes conducted over 1.5 days per week. Administration conducting mini-observations and recording and sharing feedback. Quarterly Peer observations recording and sharing feedback. Hire Heggerty for webinar. Arts budget and grant. Staff will be trained on Google Classroom, Google Meet, Google Jamboard, Zoom and GoToWebinar to assist students and parents with Remote Learning. <p>Tags: Leadership for Continuous Improvement, Curriculum, Instruction, Arts Education: Building a Student-Centered Arts Classroom, ODLSS: Early Childhood, OECE: P-2 Balanced Literacy</p>

Strategy 2

If we do...	continue to compile academic, independent functioning and social emotional learning data to determine student learning styles and areas of need
Then we see...	a better understanding of what instructional practices and supports are needed to meet the students' academic, independent functioning and social emotional learning needs
which leads to...	seeking professional development opportunities that will address how to implement academic, independent functioning and social emotional strategies that will meet the individual student's learning style and emergent needs.
Budget Description	Extended time for ILT and GLT, schedule PD speaker Paula Kluth, independent functioning materials, Heggerty webinar, extended day bucket for staff to collaborate, budget funds for Centervention, Second Step, Model Me Kids and Calm Classroom.
Tags	Leadership for Continuous Improvement, Curriculum, Instruction, ODLSS: Instructional Quality, OSCPA: Social/Emotional Support
Action steps	<ul style="list-style-type: none"> (Not started) Data from quarterly IEP benchmarks and annual goals, developmental stages from the Brigance, BOY, MOY & EOY TSG and REACH PT,

	<p>teacher made assessments, checklists, anecdotal data, Professional Development and Training for Staff</p> <p>Tags:Leadership for Continuous Improvement, Curriculum, CIDL: Curriculum, OECE: PK Assessment & Data, OSCP: Social/Emotional Support</p>
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Strategy 3

If we do...	collect data to determine the obstacles that prevent consistent student attendance and provide strategies to parents
Then we see...	a culture of attendance that educates parents about the value of learning
which leads to...	an increase to student attendance and an increase in learning
Budget Description	Parent Support Groups 2X per month, weekly attendance team meetings, Homebound and IHHIP plans for students, Clear two way communication through website, Remind App, letters home, bucket for attendance services, funding for guest speakers and resources for parents
Tags	Structure for Continuous Improvement, MTSS: Family and Community Engagement, OECE: PK Family Engagement, OSSE: Attendance & Truancy
Action steps	<ul style="list-style-type: none"> (Not started) Weekly attendance data, Dashboard reports, N10 data reports, Attendance Team agendas and sign ins, Parent Meeting agendas and sign ins <p>Tags:Family & Community Engagement, ODLSS: Service Delivery, OECE: PK Health Services, OSSE: Attendance & Truancy</p>

Strategy 4

If we do...	continue to provide effective and beneficial workshops, offer more ways to involve families in the classroom and celebrate individual and cultural achievements
Then we see...	an increased involvement of families digitally and non digitally in the education of their children in school and at home.
which leads to...	a sense of shared responsibility for the academic, physical and social emotional development of our students and stronger partnerships with our families.
Budget Description	Buckets for extended day to pay staff to plan parent workshops, funds for internal and external professional development opportunities for entire staff and families, remote learning training for parents, behavior strategy training for parents, safe technology training for parents

Tags	Leadership for Continuous Improvement, Family & Community Engagement, MTSS: Curriculum & Instruction, ODLSS: Cluster Programs, ODLSS: Early Childhood, OECE: PK Curriculum
Action steps	<ul style="list-style-type: none"> (Not started) Bi-weekly Grade Level Meetings, Quarterly whole Staff Professional Development, Quarterly Peer Observations with strategies and feedback, Monthly 1:1 sessions with Classroom Teams and Administration, Bi-weekly parents meetings/trainings <p>Tags: Leadership for Continuous Improvement, Curriculum, Literacy: Key Practice #5-Creating Content in a Digital Environment, MTSS: Curriculum & Instruction, ODLSS: Behavior Support, ODLSS: Cluster Programs, OECE: PK Developmentally Appropriate Practice</p>

Action Plan

Strategy 1

Erikson Math representative coaching 6 teachers per year over 16 sessions. Sessions provide individualized strategies. ChiME Music/Pre-Readiness classes for all students- classes conducted over 1.5 days per week. Administration conducting mini-observations and recording and sharing feedback. Quarterly Peer observations recording and sharing feedback. Hire Heggerty for webinar. Arts budget and grant. Staff will be trained on Google Classroom, Google Meet, Google Jamboard, Zoom and GoToWebinar to assist students and parents with Remote Learning.

Sep 08, 2020 to Jun 30, 2022 - General education teachers, special education teachers, principal, assistant principal, SECA's

Strategy 2

Data from quarterly IEP benchmarks and annual goals, developmental stages from the Brigance, BOY, MOY & EOY TSG and REACH PT, teacher made assessments, checklists, anecdotal data, Professional Development and Training for Staff

Sep 08, 2020 to Jun 30, 2022 - General education teachers, Special Education teachers, Administrators, RSP's, SECA's

Strategy 3

Weekly attendance data, Dashboard reports, N10 data reports, Attendance Team agendas and sign ins, Parent Meeting agendas and sign ins

Sep 08, 2020 to Jun 30, 2022 - Teachers, Clerk, Counselor, Administration, SSW, Nurse, Parents

Strategy 4

Bi-weekly Grade Level Meetings, Quarterly whole Staff Professional Development, Quarterly Peer Observations with strategies and feedback, Monthly 1:1 sessions with Classroom Teams and Administration, Bi-weekly parents meetings/trainings

Sep 08, 2020 to Jun 24, 2022 - General Education Teachers, Special Education Teachers, SECA's, RSP's, Administrators, Families

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.

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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.

Blair has three blended Chicago Early Learning classes which include general education students with students who need specialized services. The general education students will be screened with the ASQ by the parents and the ESI-R. All of the students who have an IEP are evaluated using the Brigance and the REACH. The needs are very diverse and child specific depending on the severity and complexity of their disabilities. The needs assessment is based on individual student data and the needs of the individual student delineated in the IEP. The curriculum is modified and accommodations are made in accordance with the IEP. Since this is an Early Childhood Special Education Center we follow the Illinois Early Learning Standards and the Common Core State Standards, however many times they are significantly modified per their IEP. The needs of the students are determined by teacher and IEP Team Members at each level of learning each year at the annual review.

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

The curriculum is modified and accommodations are made in accordance with the IEP. Since this is an Early Childhood Special Education Center we follow the Illinois Early Learning Standards and the Common Core State Standards, however many times they are significantly modified per their IEP. The needs of the students are determined by teacher and IEP Team Members at each level of learning each year at the annual review.

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.

The curriculum is modified and accommodations are made in accordance with the IEP. Since this is an Early Childhood Special Education Center we follow the Illinois Early Learning Standards and the Common Core State Standards, however many times they are significantly modified per their IEP. The needs of the students are determined by teacher and IEP Team Members at each level of learning each year at the annual review. We have also introduced Erikson Math Coaching for our teachers and are providing additional training in Heggerty and Wilson to improve literacy instruction.

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).

The curriculum is modified and accommodations are made in accordance with the IEP. Since this is an Early Childhood Special Education Center we follow the Illinois Early Learning Standards and the Common Core State Standards, however many times they are significantly modified per their IEP. The needs of the students are determined by teacher and IEP Team Members (Related Service Providers) at each level of learning each year at the annual review. We have also introduced Erikson Math Coaching for our teachers and are going to provide additional training in Heggerty and Wilson to improve literacy instruction. We also have a rich visual arts program that incorporates, music, art, art history and horticulture and SEL into our curriculum.

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

Blair Early Childhood Center prides itself with the most dedicated and talented staff. Our reputation is well known for providing top notch services to diverse learners and early childhood students which makes us sought after by educators. Every teacher is highly qualified and our staff works as a team with the belief that our students are number one.

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.

Our staff participates in on-going high quality professional development throughout the school year. Our administrators have monthly Network professional development. Our teachers, paraprofessionals and administrators are coached monthly by the Erikson Math Coach. Our related service providers have monthly professional development based on their areas of expertise. Our parents attend weekly parent meetings in english and spanish.

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

Our parents are invited to participate as "Guest Readers" and "Occupation Days" year round. We also have quarterly events and activities, holiday celebrations and annual IEP meetings. BEC also hosts weekly Parent Support Groups in English and Spanish. We will be offering additional training opportunities for technology, remote learning, positive behavior training, communication strategies and understanding the IEP and specialized services.

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.

The administration, counselor and SSW host a transition meeting in May each year and invite the receiving schools so that parents can be provided with first hand information to help make the transition as seamless as possible.

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.

Our Instructional Leadership Team and our Grade Level Teams vote on academic assessments that provide the students with individualized results of growth and achievement.

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.

Blair Early Childhood Center provides individualized supports for every student. These supports are evaluated every 5 weeks by the teacher and related service providers to determine what is working and what additional supports need to be implemented. Approximately 78% of students at Blair are placed by ODLSS based on their Individualized Education Plans. These students are in instructional special education classrooms and the teachers, SECA's and related service providers work as a team to deliver the necessary services delineated on each child's individualized education program.

When a child enrolls at Blair, an intake meeting is held with the parent and all of the service providers that will be involved with

the student to review the Individual Educational Program (IEP). All students are formally assessed within 6 weeks of entering the school and

reassessed near the end of the school year. Teachers keep data on each student documenting skill acquisition per IEP. Some students have behavior

plans that are developed and monitored by the school team members and the parents. Students are placed in classrooms based on age and needs,

and when students' needs change they are moved or included in other classrooms. These decisions are based on data and team input. English

Language Learning students (ELL) are provided instructional support through teachers endorsed in ESL, bilingual aides, and various modifications

and accommodations to the curriculum. Students enrolled in Chicago Early Learning Program are screened within weeks of enrollment on the ESI/R

and ASQ-SE. Depending on their performance students may be re-screened or referred for further evaluation. The team will develop

accommodations and modifications that will be implemented for five weeks. If the accommodations and modifications are not helpful then the student

is refer for a full evaluation. After evaluation is completed the team meets to discuss results of evaluations and determine student's needs.

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.

Blair Early Childhood Center has three Chicago Early Learning classes. These are called blended classrooms with 14 general education pre-k students and 6 students who have IEP's. Our other classes are

comprised of students with disabilities who are in instructional special education classrooms. Their academic, cognitive, physical, medical and social emotional services are specifically mapped out in each of their Individualized Education Plans. 30% of our students are English Learners and we have a part time ELPT teacher, all of of teachers possess ESL endorsements and we bilingual paraprofessionals to support our students' language needs and requirements. Blair also qualifies for free breakfast and lunch for all of our students. The head of the nutrition support at Blair goes above and beyond to ensure safety for cleanliness in the kitchen, safety of food consistency based on specific needs and nutritional needs based on allergies and specific diets. Our Parent Advisory Committee meets every month and partners with our LSC and BAC for special meeting and events.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

The parents are provided with bi-monthly meetings that help them understand their child's educational program, and in most cases the educational challenges of their child, and to emotionally comprehend their child's disability. Blair also provides supports to help parents become knowledgeable about community resources that will benefit both of them and how to help transfer what their child learns in school to the home. Parents are involved in their child's IEP process, report card pick-up and various activities throughout the year. The parents and staff are in daily communication on Google Meet and the REMIND App. The teachers use digital technology to show student progress and provide the parents with a model of skills so there is carryover to the home environment. BEC works and will continue to work with the members of the PAC to ensure the bi-monthly meetings are comprehensive and beneficial to all.

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

An annual meeting (September) is held to inform the parents of the school's participation in the ESSA, State of the School and District Goals. All parents are invited as they are to all meetings. The bi-monthly meetings are based on a needs assessment completed by the parents and critiques are completed after each meeting. The meetings are presented in both English and Spanish. Monthly PAC meetings are held. The parents are encouraged to attend. Since the meetings are based on the parents' needs.

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.

There are bi-monthly parent meetings at Blair, presented in both English and Spanish. Digital and non-digital notifications are provided to announce the LSC, PAC, BAC meetings. It is also stated on the monthly calendar that is sent home each month with the children. Parents have requested meetings tailored to a specific disability and these meetings are in addition to the regular bi-monthly meetings. BEC has a website that also provides all pertinent information about the school, up and coming meetings, events, resources and a monthly newsletter.

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.

N/A--- The children are ages 3-6 and do not participate in state assessments. The parents are able to view digital pictures of their child during different stages of academic development. This is available to the parents twice a year at report card pickup. The parents of students in the Chicago Early Learning Program are provided with the assessment data from the TS GOLD. The parents of students with special needs are part of their child's IEP team. They are made aware of academic strengths and weaknesses and help develop the goals and benchmarks for the next IEP year. This is based on individual student data obtained from, checklists, Brigance, and REACH (BOY/EOY)

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.

This is done through a letter that is sent home with the children. CPS provides the letter.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and

local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

An annual meeting (September) is held to discuss curriculum and assessment tools used to map student progress and the bilingual instructional model. BEC has general education students and a continuum of student with disabilities from mild to severe/profound multiple disabilities. The general education curriculum is modified depending on the needs of the students. The parents are made aware at this meeting and at the IEP meetings of the modifications and accommodations that are used. All children are expected to master quarterly benchmarks. The parents will be made aware of the assessments that their child will take along with the modifications and accommodations that will be needed. The teachers use checklists, subsections of the Brigance and REACH (BOY/EOY) Assessment results to determine progress. We have found that summative and formative assessments are not sensitive enough to measure small increases in skills and that is why checklists are used. The parents will also be made aware that digital technology will be used to map progress towards mastery of quarterly benchmarks. The parents will also participate in workshops to understand their child's disability, how to assist them with learning and understanding their child's progress in all areas of development.

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 bi-monthly parent meetings will continue to focus on providing the parents with an understanding of the early childhood curriculum and how BEC is preparing their child for the transition to the CCSS in Kindergarten, the educational challenges of their children's abilities. Individuals from various agencies will continue to be included to provide the parents with community resources and information. The parents will participate in workshops that will train them to work with their child in the home on skills that mirror some of the teacher activities that will help promote generalization of skills. In addition the Social Worker, Counselor and therapists will work with the parents of children with disabilities to ensure their child has access to community resources needed for individual children such as housing, needed equipment, etc. We will provide training opportunities involving technology, remote learning and social emotional support.

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.

Since all of the children at Blair are very young and many of the students have multiple disabilities, the staff and administration understand that the parents are entrusting their very young child who may have multiple disabilities, often nonverbal and dependent for all care to us. We will continue to work diligently to build and maintain the parent's trust. The staff and administration will continue to build upon the relationship that binds the families with school staff to form a community. This will be accomplished through parent meetings/trainings, open communication between staff and parents, parent involvement in the school

and their child's education. In addition we will have intake meetings with each new family so they can meet and talk to all of the professionals that will be working with their child.

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 parent programs at Blair are developed with parent input through a needs assessment. The parents are asked to complete a critique of a meeting/workshop and have the opportunity to state suggestions for future meetings/workshops. Since many of the children at Blair have unique educational needs, the administration, the social worker, bilingual teacher, counselor, therapists and teachers develop meeting themes that help the parents develop skills to make informed decisions about their child's educational program.

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.

Parents are sent letters, REMIND App notifications and announcements on our website in both English and Spanish announcing meetings, workshops, and special activities for the parents and children. A monthly calendar is sent home with the children so the parents are aware of all of the events, meetings, field trips, etc. for the month. Blair maintains a website that has a monthly newsletter that provides the parents with important school information. In addition it has links to the site that helps parents with the development and education of their child.

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.)

We at Blair Early Childhood Center are committed to setting instructional goals that encourage our students to maximize their abilities and ensure the "whole child" develops physically, cognitively, and medically. Our mission is to support the unique learning needs of all of our students to maximize independence and build a solid foundation on which to go out into the community/world and be productive members of society. We will achieve this by creating a positive learning climate and educational environment that promotes the "child first" theory by providing all necessary services, a rigorous Common Core and Early Learning Standards curriculum, data driven improvement, unlimited opportunities, guidance and support by all who are involved with the children, both in a professional capacity and through family and community involvement and partnerships.

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.

There are two scheduled report card pickups; November 18, 2020 and April 21, 2021. The parents meet with the teachers and therapists to discuss their child's progress. Most of the children at Blair have an IEP, the parents also attend an annual review meeting (IEP) where they meet with the teachers and therapists to discuss the child's progress for the past year and together with the parents develop a new IEP.

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

Since the children are very young and many nonverbal a communication book is given to each child and the REMIND APP is used to have consistent communication between school and home. The teachers are always available to speak with the parents before and after school or when the parent requests a meeting to discuss their child's progress. The teachers provide parents with information about classroom activities as they relate to the child's academic progress or progress towards the mastery of benchmarks. The children's work is sent home so the parents can look at it and use it as a means of generalizing the activity to the home environment.

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

Since many of the children at Blair have an IEP, the parents may request a meeting at any time to discuss their child. In addition, the parents and teachers communicate often using the communication books, REMIND APP or by telephone. The parents are asked to call the school before school, during a staff member's prep period or after school if they need to speak to the teachers or therapists. We also have a social worker, counselor, case manager, nurses and therapists available to assist the parents. They are available by phone, communication book or meeting. There are some parents that drive their child to school each day and often speak to the teacher before school begins

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.

The parents are welcome to volunteer for various activities throughout the school year such as Field Day, Holiday events, Special Olympics Young Athletes, workshop leaders, and guest speakers. Classroom Staff are planning quarterly activities to give the parents more opportunities to visit in the classroom and interact with their children. We also have weekly guest readers and helpers during art activities.

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

Since their children are very young and many have disabilities their learning needs are unique. The parent meetings are developed to focus on a specific topic, disability or activities they can do at home using items around the house. The parents for the past few years have made books for their child and were taught how to read to their child. Homework is assigned. Sometimes it is only to read to their child. Attendance is monitored by the nursing staff, teachers and administration. The school nurses work with the parents of children that are medically fragile to determine when to keep the child home. The parents contact the school when their child is going to be absent or in the hospital or when they have scheduled doctor's appointments and therapy.

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

Since many of the children at Blair have an IEP the parents are part of the IEP team that develops their child's IEP. The annual review is held yearly. The general education parents request a meeting with the teacher or often times speak to the teachers before or after school. In addition, the parents participate in two report card pickups, held at the end of the first and third quarters of the school year. The parents are an integral part of the educational process. The parents often bring personnel from outside agencies to also provide input.

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 Blair children are ages 3-6. Many of the children have multiple disabilities and are dependent on their parents to send them to school. The staff at Blair works diligently with all of the children to develop a good self-esteem, maximum academic potential and for many they learn to cope with their life long challenges. The teachers are well prepared each day to teach. The school administration makes sure the teachers have all of the materials and supplies needed to ensure the children have every resource possible.

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.

August - Six Pre-School Parent Orientations
 Every Thursday 2020-2021 Guest Readers- Parents and Family Members sign up per teacher
 Every other Wednesday of the month parent meetings in English and Spanish
 September 2020 NCLB/State of the School Meeting
 October 2020 Halloween Parade
 November 18, 2020 Report Card Pick Up/Parent Teacher Conferences
 November 2020 Thanksgiving Feast
 December 2020 Parent Pot Luck

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$248.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$50.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00

53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$0.00