



Rudyard Kipling Elementary School (/school-plans/243) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
04/27/2016	ILT	Strategy
04/18/2016	ILT	Frameworks
04/19/2016	ILT	Frameworks
04/20/2016	ILT	Framework Priorities

### School Excellence Framework

**Leadership & Collective Responsibility:**

Score

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

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The leadership of the school has determined a vision that supports continual improvement, especially with the necessary rigor for the growth and development of lifelong learners. Leadership conferences with teachers individually, as well as works with ILT to guide and establish the use of data in instructional decision making. The principal distributes monthly newsletters to parents that articulates what parents can expect as learning objectives and also provides suggestions for parents to support learning at home. The principal provides substitute coverage for all teachers to attend professional development throughout the school year.

Via the school website, teachers post homework assignments as well as due dates and rubrics for long and short term projects.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

**Instructional Leadership Team:**

Score

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

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The ILT includes representation of critical areas of expertise. Currently the ILT is made up of teachers from the following departments: primary, intermediate, upper and diverse learner specialist. The ILT analyzes student data and helps guide decisions for classroom teachers. Meetings are inconsistent, but meaningful. The team has begun to identify the problem through data as well as hypothesize the root cause that does not immediate blame external factors and develop a plan of action. This plan of action is immediately shared with other staff. However follow up and accountability are inconsistent. ILT members are focused on helping teachers with their classroom goals and priorities. The ILT has limited input in the day to day operations of the school and focuses most of the time on improving teaching.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

### Professional Learning:

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

Score

1 2 3 4

Collaboration time is built into the master schedule weekly for grade level team meetings. During these meetings, teacher discuss cross-curricular planning, students' needs/concerns and attend professional development. The professional development calendar is aligned to our school's priorities.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School’s PD Plan – review for goal alignment – does the plan advance the school’s improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### Aligned Resources:

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

### Score

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Funding is used strategically to provide after school programs, computers, online resources, hardware upgrades, quarterly incentives. Funds are also used to reduce class size and provide supplemental materials to address the wide range of academic abilities that exist in all the classes. Resources are further allocated based on the school’s standardized data to address priority needs.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a ‘hiring team’ and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers’ previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**

- Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

The core curriculum is aligned to the scope and sequence according to the Common Core State Standards for English language arts/reading and math, the Next Generation Standards for science and the Illinois Learning Standards for social sciences. The Common Core Standards additionally have influence on all the learning standards and are addressed in all the core curricular areas. Teacher's data driven cycle offers frequent adjustments to meet the academic needs of students. Each classroom offers an extensive library to promote independent reading. Teachers have access to the full math curriculum to provide appropriate levels of rigor and student engagement. The various texts used for instruction exposes all students to appropriate levels of complexity. Teachers are trained in Calm Classroom and Restorative Practices to address social emotional needs of their class.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing'

- does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&rcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

Teachers have access to and use a variety of materials on grade level and across grade levels to meet the diverse needs of their students. Teachers incorporate elements of blended learning to offer both enrichment and remediation. Every student has access to web-based instructional supports that are customized to support their learning.

## Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.

- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

Score

1 2 3 4

Teachers prompt, scaffold, and continually question in order that students might analyze, synthesis, and evaluate their learning. Teachers regularly monitor the performance of their students through observation, questioning, and engaging tasks. Teachers and administration regularly monitor the PARCC site and design tasks that reflect the type of questions asked of students. Additionally, teachers submit weekly assessments to administration before administering to students to confirm the alignment to the scope and sequence expectations as well as to monitor the levels of rigor measured on the assessment. Teachers also submit that same assessment after students have taken it to review mastery of the skills assessed and discuss possible reteach or enrichment opportunities.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> </ul>

### Transitions, College & Career Access & Persistence:

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

Score

1   **2**   3   4

Kipling has several multi-grade level classrooms that serve to provide appropriate challenge to students. These classes were designed to address the growth standards and skills of students who are above grade level. We also support students needing remediation by either a small group pull-out or push-in with additional staff to reduce the class size for the general education teacher thereby allowing him or her to provide more targeted support to all students.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)



- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. Establishing a Culture for Learning</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

Objectives, aligned to the Common Core State Standards, are posted on the board in student friendly language to guide daily instruction. Lessons are grade-level appropriate and taught at an appropriate pace. Teachers implement strategies to target higher-order thinking skills on a regular basis. Kipling students are challenged to think and argue critically, constructively, with a consideration to all views. Teachers prompt, scaffold, and continually question in order that students might analyze, synthesize, and evaluate their learning. Teachers regularly monitor the performance of their students through observation, questioning, and projects. A focus is more authentic assessments and tasks, and differentiated instruction.

## Guide for Instruction

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

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

Score

1 2 3 4

All students have access to Tier 1 academic and social emotional supports. Teacher thoughtfully plan lessons that address the scope and sequence which is aligned to the Common Core State Standards. Lessons are grade-level appropriate and taught at an appropriate pace. Teachers implement strategies to target higher-order thinking skills on a regular basis. Kipling students are challenged to think and argue critically, constructively, with a consideration to all views. Teachers prompt, scaffold, and continually question in order that students might analyze, synthesize, and evaluate their learning. Teachers regularly monitor the performance of their students through observation, questioning, and projects. Tier 2 supports are offered to students when needed based on data review. This data is gained from observations, both informal and formal assessments and well as standardized data. Based on our review of data, teachers provided more scaffolding to support students. Students also have access to several web-based instructional supports that customize their learning and tracks progress. Tier 3 supports are offered to students in a small group or individual setting to address those misconceptions and to offer different strategies to help the student understand. Additional Tier 3 supports are offered to students who are in need of enrichment in math.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**

- Empower student to advance their learning.
- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

A comprehensive set of assessments (for example: NWEA, DIBELS, MClass, Compass Learning, iXL, and both teacher-made and curriculum-based) is utilized to monitor student learning on a frequent basis. The school then is able to provide reading and math intervention for all students and be able to monitor progress throughout the school-year. Teacher -made and curriculum based assessments are aligned to the Common Core Standards and the Network 11 scope and sequence. Teachers and administration review student work and assessments weekly. Accommodations and modifications are in place for our diverse learners and are also monitored weekly. Teachers collaborate with each other and their specialized services peers to monitor accommodations and modifications and make adjustments when needed. Our goal is to incorporate more performance assessments aligned to the Common Core State Standards.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with**

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

In most classrooms, the culture of learning is a collection of thinking habits, beliefs about self, and collaborative workflows that result in sustained critical learning. The teachers Model the thinking habits, beliefs about self, and collaborative workflows that result in sustained critical learning. Then they Demonstrate the think-alouds, reflective writing, metacognitive conversations and other human practices and habits that lead to learning, and then reflect again on their impact. This is followed by the teachers helping students do on their own what you just showed them how to do. Teachers then put them in groups. Finally, teachers are encouraged to just get out of the way and allow students to struggle, generate their own thoughts, test those thoughts, and engage in dialogue with their peers to refine their thinking. Teachers utilize strategies such as open-end questions, Kagan, and task sheets to promote this rich dialogue.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

### Score

1 2 3 4

Teachers develop an atmosphere within their classrooms that promote rich dialogue from teacher to student and from student to student. This is done through the belief that our teacher hold: everyone has something to contribute. When we approach the teaching and learning process with the mind set that there are many things we can learn, but nothing we can't do. It changes our outlook and effort. Teachers earn our students' trust by showing them respect in the form of meaningful, challenging, and rewarding learning activities that are worthy of their time and best efforts. Teachers understand that not every student learns in the same manner and therefore offer various learning exploration opportunities all resulting in students being able to demonstrate mastery.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Teachers work hard to encourage student voice in a respectful manner that contributes to the class discussion. Teachers model for students regularly how to question their peers and how to receive constructive criticism. The school needs to develop avenues that allow for students to contribute to the school environment outside the classroom. Students share what extra-curricular activities they would like to see implemented, but the connection to decision-makers is limited.

### Guide for Student Voice, Engagement, & Civic Life

#### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.

- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

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

Score

1 2 3 4

Kipling has policies and procedures in place that promote a safe and orderly learning environment. Although students have to travel to the modular units for 50% of their specialty classes, students travel to and from the modular units escorted by their teacher at all times. Kipling follows the mandatory drills policy. Students are aware that they can confide in their counselor, teachers and administration and have do so. Families are aware of and respect the policies and procedures.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies**

**and procedures. (See Restorative Approaches to Discipline)**

- Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

**Restorative Approaches to Discipline:**

Score

1 2 3 4

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

Teachers in grades 5-8 have been trained on how to implement restorative practice. Suspensions have decreased of the past 3 years. All teachers understand how to seek the root cause to an misbehavior, but not all teachers have strategies to help students resolve the problem.

**Guide for Restorative Approaches to Discipline**

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.



## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

The school generates a monthly newsletter that messages expectation and learning opportunities for families and students. Kipling frequently utilizes the robo-call system to keep parents abreast of school activities. We have a very active LSC and PAC. Parents understand that communication levels between school and home is mutual. We take every opportunity to maintain accurate communication logs that verify contact with parents. We frequently ask parents to update their contact information so that the teachers/school can always remain in contact with our families.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for Teaching <a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐

4 Expectations for Quality & Character of School Life: Parent Partnership

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

14 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Teachers will strategically employ Tier 2 and Tier 3 resources to support student growth targets as indicated by data.	93.00	73.00	80.00	85.00
<b>National School Growth Percentile - Math</b>				
Teachers will strategically employ Tier 2 and Tier 3 resources to support student growth targets as indicated by data.	80.00	73.00	75.00	85.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Teachers will strategically employ Tier 2 and Tier 3 resources to support student growth targets as indicated by data.	63.80	(Blank)	65.00	70.00
<b>African-American Growth Percentile - Reading</b>				
Small group instruction must be aligned to data to improve growth. Teachers will strategically employ Tier 2 and Tier 3 resources to support student growth targets as indicated by data.	93.00	77.00	78.00	83.00
<b>Hispanic Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>				
Hire qualified, dedicated diverse learner specialists and special education classroom assistants. Diverse learner specialist will review data, help student set growth targets, monitor their progress toward the targets and adjust instructional strategies to support learning.	13.00	3.00	10.00	15.00
<b>African-American Growth Percentile - Math</b>				
Small group instruction must be aligned to data to improve growth. Teachers will strategically employ Tier 2 and Tier 3 resources to support student growth targets as indicated by data.	79.00	72.00	75.00	83.00
<b>Hispanic Growth Percentile - Math</b>				
NA	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>				
NA	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Math</b>				

Hire qualified, dedicated diverse learner specialists and special education classroom assistants. Diverse learner specialist will review data, help student set growth targets, monitor their progress toward the targets and adjust instructional strategies to support learning.

8.00 18.00 25.00 30.00

**National School Attainment Percentile - Reading (Grades 3-8)**

Teachers will work closely with the pull-out resource teachers and specialty teachers to offer remediation to students falling below attainment. Additionally, students who are on the bubble of attainment will be offered two hours of after-school blended learning.

62.00 59.00 65.00 70.00

**National School Attainment Percentile - Math (Grades 3-8)**

Teachers will work closely with the pull-out resource teachers and specialty teachers to offer remediation to students falling below attainment.

63.00 63.00 66.00 70.00

**National School Attainment Percentile - Reading (Grade 2)**

Teachers will work closely with the pull-out resource teachers and specialty teachers to offer remediation to students falling below attainment.

50.00 58.00 60.00 75.00

**National School Attainment Percentile - Math (Grade 2)**

Teachers will work closely with the pull-out resource teachers and specialty teachers to offer remediation to students falling below attainment.

49.00 57.00 62.00 66.00

**% of Students Making Sufficient Annual Progress on ACCESS**

NA

(Blank) (Blank) 0.00 0.00

**Average Daily Attendance Rate**

Continue to closely monitor attendance of off-track students, provide them an in-school mentor who will provide meaningful connections for those students and offer incentives to students who have excellent attendance patterns.

95.30 96.30 97.00 97.00

**My Voice, My School 5 Essentials Survey**

this year we earned a well organized. Our 5 Essentials Survey shows the following area of concern: Supportive Environment. The report results is somewhat conflicting. Peer support for academic work shows that a slight majority do not feel that it is important to do homework or pay attention in class.

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

Custom metrics

1 of 1 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

Diverse Learner Specialist

Hire and retain diverse learner specialist

(Blank) (Blank) 5.00 5.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we plan instruction that engages and addresses student learning needs with relevant, data driven, academically challenging and Common Core aligned and measure the

Effective lesson planning that are aligned to data-driven practices, rigorous lessons across all grade levels and content areas aligned to CCSS, and formative assessments aligned to

all students meet their expected growth targets.

success of this instruction using the various levels of the Depths of Knowledge scale. These instructional plans and implementation will incorporate MTSS, multiple learning styles, and integrates arts and technology.

CCSS that provide an accurate assessment of student learning.

Tags:  
Academic gain

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Grade level teams will work in their grade level bands (K-2, 3-5, 6-8) to create rigorous lessons across all grade levels in all content areas aligned to CCSS.	ILT monitored	Aug 22, 2016 to Jun 22, 2018	Weekly lesson plan submission	On-Track

**Academic gain, Lesson planning**

Grade level teams will work in their grade level bands to develop formative assessments aligned to CCSS that provide an accurate assessment of student learning.	ILT / administration	Aug 1, 2016 to Jun 22, 2018	Weekly assessment submission both pre and post administering	On-Track
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**Assessment, Benchmark progress monitoring**

Administration and ILT will track and report progress of development and implementation of CCSS to staff, students, families and community.	ILT / administration	Aug 22, 2016 to Jun 22, 2018	Communication logs that document both behavior and academic	On-Track
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**Academic expectations, Data tracking, Behavior plan**

Identify Lead Reading and Math Teachers (LRTs/LMTs) from among staff who are skilled in teaching reading strategies within various instructional programs and frameworks (e.g., Readers Workshop, basal instruction, novel studies, math and other content areas, etc.).	ILT / administration	Aug 22, 2016 to Jun 22, 2018	LRTs/LMTs will document via a google doc the supports they offered the teachers. Additionally the supported teachers will document the support reviewed.	On-Track
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**Classroom rigor, Best practice, Academic supports, Academic rigor**

Teachers will conduct peer observations in classrooms where exemplary reading instruction is taking place. Teachers will debrief with Lead Reading Teachers and administration	ILT/ teachers/ administration	Aug 22, 2016 to Jun 15, 2018	Monthly calendar created in August, peer observation protocol, feedback forms	On-Track
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**Professional Learning, Observations, Peer observation**

Providing more in-school and out-of-school opportunities for students to engage with challenging literary texts at complexity levels that correspond with their reading ability. Offer extended learning/after school opportunities to students based on their academic need by partnering with community based organizations to provide in-school supports to students.	Teachers/ community partners	Oct 3, 2016 to May 31, 2018	Review NWEA data, progress monitoring data	On-Track
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**Tier 2 & 3, After-school, Benchmark progress monitoring, Academic supports**

Use analysis of student work and student achievement data to inform and adjust subsequent instruction; to inform our broader effort to determine our staff development priorities for high-leverage core instructional practices; and to advance our efforts to increase student use of comprehension strategies.	ILT, teachers, administration	Sep 13, 2016 to Jun 12, 2018	Agendas, Review of student work protocols complete with next steps	On-Track
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**Classroom rigor, Accountable talk**

Identify teachers doing exemplary data informed planning and instruction and partner them with faculty members having difficulties translating their student data into instructional changes that positively affect student outcomes	ILT, administration	Oct 3, 2016 to Jun 15, 2018	Improved planning using data reflect the growth areas of students, collection of assessments showing mastery of skills	On-Track
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**Instructional Coaching, ILT, Cycles of continuous improvement**

Purchase supplemental web-based reading materials for K-8 to enhance the delivery of the instruction in all content areas.	administration	Apr 29, 2016 to Jun 15, 2018	Purchase orders	Completed
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**Academic supports, Acceleration, Blended learning**

School Reading/Math Committees will develop a literacy/math promotion schedule complete with activities that engage every level of learner in monthly reading/math challenges.	Reading/Math Committees	Jul 1, 2016 to Jul 29, 2016	Sign-in sheets	On-Track
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**Family and Community Engagement, Parent engagement, Calendar**

Schoolwide recognition for students who meet "books read" goals or iXL math challenge goals monthly.	Reading/Math Committees	Sep 19, 2016 to Jun 15, 2018	Usage reports	Not started
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**Data Use, Culture of learning, Best practice**

Develop a student accountability system and incentive program that encourages student discourse, completion of assignments and increases student buy-in.	ILT	Jun 1, 2016 to Aug 22, 2016	BUMP board, ClassDojo	On-Track
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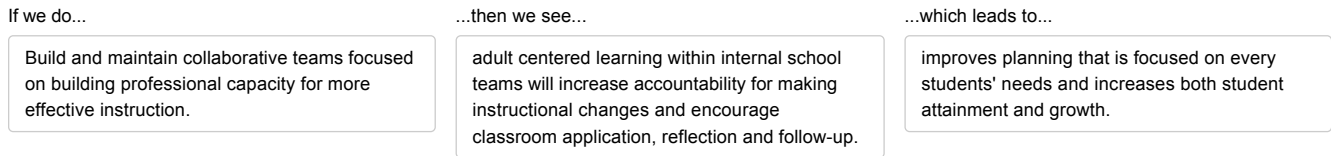
**Academic expectations, Accountability, Academic supports, Multi-tiered support systems, Culture for learning, Awards**

Maintain data folders as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessment.	Teachers	Oct 3, 2016 to Jun 22, 2018	Folder review every five weeks. Parent signatures required for every student who is not meeting their goals.	Not started
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**Data planning**

Differentiated instruction (small groups) aligned with NWEA and or standardized assessments that will move more students to exceed the standards.	Teachers	select	Student data folders	On-Track
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**Strategy 2**



Tags: Professional Learning, Instructional Coaching, Professional development, Learning walk

Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
The ILT and Teacher Teams will establish roles, responsibilities protocols and norms that ensure that the improvement of core instructional practices remain at the center of their work.	ILT, grade level teams, administration	Aug 25, 2016 to Jun 22, 2018	Protocols, agenda	On-Track

**Accountability**

The ILT will set goals and create a calendar for meetings, data analysis, and professional development	ILT, administration	Aug 25, 2016 to Jun 22, 2017	Calendar	On-Track
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**Accountability, Cycles of continuous improvement**

ILT members and Teacher Teams will regularly analyze data on student achievement, ask questions, conduct research, set goals and make recommendations for actions to improve core instructional practices and, by extension, student achievement

ILT, teachers, administration

Oct 3, 2016 to May 31, 2018

NWEA reports, agendas, action items, feedback

On-Track

**Cycles of continuous improvement**

ILT members and Teacher Teams will hold school based workshops on what they've learned through network ILT trainings, internal ILT training, grade level professional development sessions, external professional development, school based coaching and real-time modeling, peer observations, and their own areas of professional expertise.

ILT, LRT, LMT, administration

Sep 5, 2016 to May 25, 2018

Each school improvement day conduct PD related to either school-wide data or as a result observations

On-Track

**Professional Learning, Professional development, Observations**

**Strategy 3**

If we do...

Empower and motivate families and community to become engaged and active participants in the education of our students.

...then we see...

Build on family and community resources to continually improve student learning and provide targeted support that ensures student growth

...which leads to...

a more informed and involved parent who supports his or her child's learning by closely monitoring their academic performance and provides out of school learning opportunities for their child.

Tags: Parent partnerships, Parent engagement, Parent involvement

Area(s) of focus: 2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Assist staff in understanding families' backgrounds, cultures, and goals for children.	Administration, counselor	Aug 22, 2016 to Oct 31, 2017	Goal setting templates for students, communication logs	On-Track

**Climate and Culture, Parental involvement, Academic expectations**

Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.

Teachers, administration

Aug 22, 2016 to Jun 15, 2018

Communication logs located in the google drive

On-Track

**Communication**





Survey students to develop appropriate student activities (both during school and after school) and incentives.	Counselor, Teachers, administration	Sep 12, 2016 to Sep 29, 2017	Google form that surveys student interest	On-Track
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**Climate and Culture, Collective responsibility**

Establish a big brother/sister program for mentoring younger students during the lunch hour.	Counselor, teachers, administration	Oct 3, 2016 to May 31, 2018	Assignment of the mentors.	Not started
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**Climate and Culture, Collective responsibility**

Ongoing professional development to provide teacher support to address the social emotional needs of students in K-8 with a focus on middle school.	Counselor/ Social Worker	Aug 22, 2016 to Jun 1, 2018	Agendas, surveys to determine need, Sign-in sheets	Not started
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**Cycles of professional learning, School climate**

Implement "Leader in Me" with a focus on 5th-8th to establish a culture of Leadership and relationship building	administration, Teachers	Sep 5, 2016 to Sep 29, 2017	Team building activities related to the curriculum, service learning opportunities.	Postponed
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**Climate and Culture**

Middle School students will read 7 Habits of High Effective People	Teachers	Sep 1, 2016 to Oct 1, 2016	Purchase order	Postponed
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**Accountability**

Develop a school-wide PBIS plan including individual and classroom rewards systems, invest in a social/emotional program such as PBIS and/or CHAMPS, establish mentors and/or a peer mediation team for students that are prone to misconduct, and improve education and competency in Executive Function practices.	ILT, administration	Jul 1, 2016 to Jun 22, 2018	Agenda notes, ClassDojo	Postponed
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**SEL, Restorative approaches, Student ownership, Student voice, engagement**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➕ Grade level teams will work in their grade level bands (K-2, 3-5, 6-8) to create rigorous lessons across all grade levels in all content areas aligned to CCSS.</p> <p>Tags: Academic gain, Academic gain, Lesson planning</p>	ILT monitored	Aug 22, 2016	Jun 22, 2018	On-Track
<p>➕ Grade level teams will work in their grade level bands to develop formative assessments aligned to CCSS that provide an accurate assessment of student learning.</p> <p>Tags: Academic gain, Assessment, Benchmark progress monitoring</p>	ILT / administration	Aug 1, 2016	Jun 22, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Administration and ILT will track and report progress of development and implementation of CCSS to staff, students, families and community. Tags: Academic gain, Academic expectations, Data tracking, Behavior plan</p>	ILT / administration	Aug 22, 2016	Jun 22, 2018	On-Track
<p>✦ Identify Lead Reading and Math Teachers (LRTs/LMTs) from among staff who are skilled in teaching reading strategies within various instructional programs and frameworks (e.g., Readers Workshop, basal instruction, novel studies, math and other content areas, etc.). Tags: Academic gain, Classroom rigor, Best practice, Academic supports, Academic rigor</p>	ILT / administration	Aug 22, 2016	Jun 22, 2018	On-Track
<p>✦ Teachers will conduct peer observations in classrooms where exemplary reading instruction is taking place. Teachers will debrief with Lead Reading Teachers and administration Tags: Academic gain, Professional Learning, Observations, Peer observation</p>	ILT/ teachers/ administration	Aug 22, 2016	Jun 15, 2018	On-Track
<p>✦ Providing more in-school and out-of-school opportunities for students to engage with challenging literary texts at complexity levels that correspond with their reading ability. Offer extended learning/after school opportunities to students based on their academic need by partnering with community based organizations to provide in-school supports to students. Tags: Academic gain, Tier 2 &amp; 3, After-school, Benchmark progress monitoring, Academic supports</p>	Teachers/ community partners	Oct 3, 2016	May 31, 2018	On-Track
<p>✦ Use analysis of student work and student achievement data to inform and adjust subsequent instruction; to inform our broader effort to determine our staff development priorities for high-leverage core instructional practices; and to advance our efforts to increase student use of comprehension strategies. Tags: Academic gain, Classroom rigor, Accountable talk</p>	ILT, teachers, administration	Sep 13, 2016	Jun 12, 2018	On-Track
<p>✦ Identify teachers doing exemplary data informed planning and instruction and partner them with faculty members having difficulties translating their student data into instructional changes that positively affect student outcomes Tags: Academic gain, Instructional Coaching, ILT, Cycles of continuous improvement</p>	ILT, administration	Oct 3, 2016	Jun 15, 2018	On-Track
<p>✦ Purchase supplemental web-based reading materials for K- 8 to enhance the delivery of the instruction in all content areas. Tags: Academic gain, Academic supports, Acceleration, Blended learning</p>	administration	Apr 29, 2016	Jun 15, 2018	Completed
<p>✦ School Reading/Math Committees will develop a literacy/math promotion schedule complete with activities that engage every level of learner in monthly reading/math challenges. Tags: Academic gain, Family and Community Engagement, Parent engagement, Calendar</p>	Reading/Math Committees	Jul 1, 2016	Jul 29, 2016	On-Track
<p>✦ Schoolwide recognition for students who meet "books read" goals or iXL math challenge goals monthly. Tags: Academic gain, Data Use, Culture of learning, Best practice</p>	Reading/Math Committees	Sep 19, 2016	Jun 15, 2018	Not started
<p>✦ Develop a student accountability system and incentive program that encourages student discourse, completion of assignments and increases student buy-in. Tags: Academic gain, Academic expectations, Accountability, Academic supports, Multi-tiered support systems, Culture for learning, Awards</p>	ILT	Jun 1, 2016	Aug 22, 2016	On-Track
<p>✦ Maintain data folders as a way of tracking student progress and collaborating with teacher colleagues on strategies used to increase student achievement based upon district assessment. Tags: Academic gain, Data planning</p>	Teachers	Oct 3, 2016	Jun 22, 2018	Not started
<p>✦ Differentiated instruction (small groups) aligned with NWEA and or standardized assessments that will move more students to exceed the standards. Tags: Academic gain</p>	Teachers			On-Track
<p>✦ The ILT and Teacher Teams will establish roles, responsibilities protocols and norms that ensure that the improvement of core instructional practices remain at the center of their work. Tags: Professional Learning, Instructional Coaching, Professional development, Learning walk, Accountability</p>	ILT, grade level teams, administration	Aug 25, 2016	Jun 22, 2018	On-Track
<p>✦ The ILT will set goals and create a calendar for meetings, data analysis, and professional development Tags: Professional Learning, Instructional Coaching, Professional development, Learning walk, Accountability, Cycles of continuous improvement</p>	ILT, administration	Aug 25, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ ILT members and Teacher Teams will regularly analyze data on student achievement, ask questions, conduct research, set goals and make recommendations for actions to improve core instructional practices and, by extension, student achievement</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Learning walk, Cycles of continuous improvement</p>	ILT, teachers, administration	Oct 3, 2016	May 31, 2018	On-Track
<p>✦ ILT members and Teacher Teams will hold school based workshops on what they've learned through network ILT trainings, internal ILT training, grade level professional development sessions, external professional development, school based coaching and real-time modeling, peer observations, and their own areas of professional expertise.</p> <p>Tags: Professional Learning, Instructional Coaching, Professional development, Learning walk, Professional Learning, Professional development, Observations</p>	ILT, LRT, LMT, administration	Sep 5, 2016	May 25, 2018	On-Track
<p>✦ Assist staff in understanding families' backgrounds, cultures, and goals for children.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Climate and Culture, Parental involvement, Academic expectations</p>	Administration, counselor	Aug 22, 2016	Oct 31, 2017	On-Track
<p>✦ Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Communication</p>	Teachers, administration	Aug 22, 2016	Jun 15, 2018	On-Track
<p>✦ Improve recruitment and training to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students in the school. Provide meaningful work and flexible scheduling.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Parental involvement, Volunteer</p>	ILT, administration, PAC and LSC	Aug 22, 2016	Mar 30, 2018	On-Track
<p>✦ Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Maintain school website so that it reflects homework updates, monthly activity updates, student and parent celebrations and CPS updates.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Differentiated instruction, Academic expectations, Collective responsibility</p>	Teachers, administration	Aug 22, 2016	Jun 22, 2018	On-Track
<p>✦ Include families as participants in school decisions, Local School Council and Parent Advisory Council. Provide a parent suggestion box in the main office.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Parental involvement</p>	LSC, PAC	Aug 1, 2016	Jun 1, 2018	On-Track
<p>✦ Train and implement Calm Classrooms strategies across grade levels and throughout the school year.</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Climate and Culture</p>	Counselor	Aug 22, 2016	Jun 22, 2018	On-Track
<p>✦ Establish Student Council</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Climate and Culture</p>	Counselor	Oct 3, 2016	Jun 1, 2018	Completed
<p>✦ Survey students to develop appropriate student activities (both during school and after school) and incentives.</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Climate and Culture, Collective responsibility</p>	Counselor, Teachers, administration	Sep 12, 2016	Sep 29, 2017	On-Track
<p>✦ Establish a big brother/sister program for mentoring younger students during the lunch hour.</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Climate and Culture, Collective responsibility</p>	Counselor, teachers, administration	Oct 3, 2016	May 31, 2018	Not started
<p>✦ Ongoing professional development to provide teacher support to address the social emotional needs of students in K-8 with a focus on middle school.</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Cycles of professional learning, School climate</p>	Counselor/ Social Worker	Aug 22, 2016	Jun 1, 2018	Not started
<p>✦ Implement "Leader in Me" with a focus on 5th-8th to establish a culture of Leadership and relationship building</p> <p>Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Climate and Culture</p>	administration, Teachers	Sep 5, 2016	Sep 29, 2017	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✦ Middle School students will read 7 Habits of High Effective People Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, Accountability</p>	Teachers	Sep 1, 2016	Oct 1, 2016	Postponed
<p>✦ Develop a school-wide PBIS plan including individual and classroom rewards systems, invest in a social/emotional program such as PBIS and/or CHAMPS, establish mentors and/or a peer mediation team for students that are prone to misconduct, and improve education and competency in Executive Function practices. Tags: Climate and Culture, Growth mindset, Critical thinkers, Goal setting, SEL, Restorative approaches, Student ownership, Student voice, engagement</p>	ILT, administration	Jul 1, 2016	Jun 22, 2018	Postponed

Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Parent are invited to attend the monthly, schedule Parent Advisory Council (PAC) meetings where there is on-going discussion of the NCLB, Title I school parental involvement plan and policy.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

Kipling's Principal Annual Title One Meeting was held on October 4, 2016 and the Organizational PAC meeting was held on October 6, 2016. Parents were informed of the school's plan for parental involvement. The third Tuesday of each month, PAC meetings are held to discuss with parents their concerns and collaborate on possible improvements to our plan and policy.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Monthly, parents receive a calendar of events advising them of scheduled meetings and events. This information is also posted on Kipling's website.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

The third Tuesday of each month, the PAC meetings are held to discuss with parents their concerns and collaborate on possible improvements to our plans and policy. Parents, staff and administration will brainstorm possible solutions to concerns and develop a timeline for implementation. All parents will be notified of all changes to our policy and plan.

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.

Teachers are asked to have data decisions with parents in regards to any standardized test administered to their student and the yielded results. Additionally, teachers are required to communicate bi-weekly with parents of students who are in jeopardy of failing any subject. During this meeting, teachers are to discuss the student's progress in class, response to all interventions attempted to help the student gain success, offer the parent suggestions for assisting their student and develop a plan with the parent for their student's success. Twice yearly, parents schedule conference with their student's teachers to discuss their progress.

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.

Parent letters are sent home to inform parents of any classroom instructor change prior to the change.

Schools will assist parents of participating NCLB 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.

Parent meetings are conducted on an on-going basis to assist parents with interpreting and understanding the Common Core State Standards.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Teachers have committed to training parents during quarterly parent nights. A literacy and math night will be conducted during quarter two and four.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Each professional development meeting will offer teachers an opportunity to discuss how to support parents. Teachers will communicate with parents regularly with suggestions for how to implement strategies during at home activities.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Parent meetings are conducted on an on-going basis to assist parents with interpreting and understanding the Common Core State Standards.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Monthly newsletters and calendars are sent home in student's home language, as well as available on Kipling's website.

#### Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

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

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

NA

## 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.)

It is the mission of Kipling School to ensure that all students discover and develop their talents and abilities, acquire respect for self and others, and obtain the knowledge and skills to succeed and contribute to their highest potential as ethical, responsible citizens in a rapidly changing global society through a challenging, comprehensive program taught by an exceptional staff in a secure, caring environment.

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.

Parent-teacher conference are regularly scheduled during the report card pick-up twice yearly. Parents may also request conferences during the teacher's preparation period, or by appointment during the instructional day. The parent-teacher conferences are for October 6, 2016, November 9, 2016.

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

Parents will receive reports regarding their child's progress during the progress reporting and report card distributions. Parents may also request additional information from teachers. Parents also have access to Gradebook to closely monitor their child's grades as they are entered in gradebook. Additionally, teachers are required to communicate bi-weekly with parents of students who are in jeopardy of failing any subject. During this meeting teachers are to discuss the student's progress in class, response to all interventions attempted to help the student gain mastery.

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

Parents may have access to staff before or after school or by appointment during a teacher's preparation period.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are welcomed to participate in training sessions developed by Kipling to provide instruction regarding what supports are needed both in the classroom and throughout the building. Parents will be required to submit the volunteer documents for approval from the Board. Parents are strongly encouraged to participate with fields trips, and work with teachers. Parents may also communicate their desires to their child's teacher and to the main office.

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

Parents may support their child by ensuring that their child is at school daily prepared to learn, communicating regularly with teachers to monitor progress,

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

Parents will receive reports regarding their child's progress during the progress reporting and report card distributions. Parents may also request additional information from teachers. Parents also have access to Gradebook to closely monitor their child's grades as they are entered in gradebook. Additionally, teachers are required to communicate bi-weekly with parents of students who are in jeopardy of failing any subject. During this meeting teachers are to discuss the student's progress in class, response to all interventions attempted to help the student gain mastery.

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).

All students are expected to attend school daily prepared to actively participate in class with a positive attitude. Students will assume responsibility for their own learning by working with their teacher to monitor their own progress and discuss methods of improvement.

## Parent Budget

Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Funds are allocated to support opportunities to increase parental involvement.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 600 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 299 .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 655 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 392 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00