Rudyard Kipling Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Megan Kelley	Math Teacher	mmkelley@cps.edu	Has access
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Renee Estes	DL Teacher	rtaylor1@cps.edu	No Access
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Kimberly Fisher	Primary Teacher	kfisher7@cps.edu	No Access
Julie O'Brien	DL Teacher	jaobrien@cps.edu	Has access
Dedria Jackson	Assistant Principal	drjackson@cps.edu	Has access
LaWanda Bishop	Principal	lmbishop@cps.edu	Has access
Brandy Johnson	LSC Chairperson	bnjohnson@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/09/2020	The entire team with the exception of B. Johnson	Reviewed ILT purpose and began SEF
01/17/2020	The entire team	SEF
01/24/2020	The entire team	Review SEF and began Root Cause Analysis
01/31/2020	The entire team	Formulate goals based on the Root Cause Analysis
02/07/2020	The entire team	Root Cause Analysis
02/14/2020	The entire team	Develop Theory of Action

Date	Participants	Topic
02/21/2020	The entire team	Develop Action Steps

Framework

Category scoring

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

Subcategory scoring

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

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 3 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning
  - o 4 Collaborate, value transparency, and inform and engage stakeholders
  - o **Evidence**:
- 3 - Structure for Continuous Improvement
  - o 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 4 Design professional learning (PL) to achieve school-wide improvement goals
  - o 3 Design and implement school day schedules that are responsive to student needs
  - o 2 Align the budget to the CIWP priorities and the mission of the school
  - o 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - o 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)

- o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- o **Evidence**:

Depth and Breadth of Student Learning and Quality Teaching

- 4 - Curriculum
  - o 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 3 Utilize the ?big ideas? that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - o **Evidence**:
- 3 - Instruction
  - o 4 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 4 Provide students frequent, informative feedback
  - o 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 4 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - o **Evidence**:
- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - o 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 4 Utilize assessments that measure the development of academic language for English learners

- o 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 2 - MTSS
  - o 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - o 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - o 4 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - o 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - o 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - o 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)

- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - o 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
  - o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 3 - Transitions, College & Career Access, & Persistence
  - o 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
  - o 2 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
  - o **Evidence**:

Quality and Character of School Life

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

- o 3 Study politics
- o 3 Become informed voters and participants in the electoral process
- o 4 Engage in discussions about current and controversial issues
- o 4 Explore their identities and beliefs (REQUIRED: OSEL)
- o 3 Exercise student voice (REQUIRED: OSEL)
- o 3 Authentically interact with community and civic leaders
- o 3 Engage with their community
- o 3 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**:
- 4 - Physical and Emotional Safety
  - o 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Supportive and Equitable Approaches to Discipline
  - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 4 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 3 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**:

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	**3**
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**2**
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	**0**
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	**0**
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**4**
4	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Physical and Emotional Safety	**0**
4	Quality and Character of School Life: Relational Trust	**5**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**0**

Goals

Areas of critical need and root cause analysis

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

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

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Math) We chose this metric because over 50% of our students are functioning below grade level as recorded by NWEA. Our goal is for each student to attain and surpass their projected goal.	African American		50.00	54.00
	Overall		50.00	54.00
Vision: NWEA Attainment G2 (Math) We chose this metric because, according to NWEA results, more than 50% of our students are functioning below grade level. Our goal is for each student to attain and surpass their projected goal.	African American		50.00	54.00
	Overall		50.00	54.00
Vision: NWEA Attainment G2-8 (Reading) Although more than half of our students are reaching this NWEA goal, we would like to see growth in this area as well. We expect that each student will grow beyond their expected amount.	African American		65.00	69.00
	Overall		65.00	69.00
Vision: NWEA Growth G3-8 (Math) This goal was chosen because just above 50% of our students are successful in this area. We want to see the percentage greater. We would like each student to grow beyond the 79th percentile.	African American		60.00	65.00
	Overall		60.00	65.00
Vision: Attendance Rate Growth in attendance is always important. For this reason, we chose this as a goal. Students must be present and on time in order to receive intentional instruction. Our goal is for our attendance rate to score at and beyond 96 percent.	African American		95.00	96.00
	Overall		95.00	96.00

Required metrics (Elementary) (33% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Results of the "My Voice, My School 5Essentials" survey, given to students and teachers, our school is listed as ?Well-Organized for Improvement?. That means that we have a very strong culture and climate. We are set up for success. Our plan is to grow in areas that will improve our rating at least one level.					

Custom metrics (0% complete)

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

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Strategies

Strategy 1

If we do...	the job of providing professional development sessions to teachers around deepening conceptual knowledge of learning standards
Then we see...	a plan that scaffolds and differentiates instruction as needed
which leads to...	giving all students access to higher order thinking skills through authentic learning experiences so that the achievement gap is narrowed.
Budget Description	Kipling plans to send 7 teachers and one administrator to the Standards Institute in late summer 2021. Three of those seven teachers will return to the Standards Institute to complete math Pathway 1 in February 2021. Kipling plans to send 5 teachers to the Standards Institute during late summer 2022. Subs will be needed to cover the three classrooms for the week long institute. Additionally, non-instructional rate will be allocated for teachers of ELA and math to create our Learning Progression Model, which will create a scope and sequence that includes the necessary skills needed to master standards.
Tags	Curriculum, Instruction, Balanced Assessment and Grading, MTSS, Budget & Grants, MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Provide professional development to help teachers understand the distinction between growth and attainment and their implication on teaching and learning.

Tags:Instruction, Assessment: Multiple Measures to Provide Evidence of Student Learning, MTSS: Curriculum & Instruction

- (Not started) Using the IL Empower grant, teachers attend the Standards Institute to support their understanding of the learning standards and how to effectively teach them to students.

  Tags:Curriculum, Instruction, Assessment: Improving Assessment Literacy, Budget & Grants, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Curriculum & Instruction, Personalized Learning: Tailored Learning/Differentiation, Math: Rigorous Tasks, Math: Equitable Access

- (Not started) IMSA training for science teachers to incorporate Project-based learning and IMSA FUSION into our course programming

  Tags:Budget & Grants, Science: Curriculum, Science: Rigorous Tasks, Science: Student Discourse, STE(A)M Schools: Instructional Approach (SSS4), STE(A)M Schools: K-12 Program of Study (SSS5)

- (On-Track) Continue using our grade level team meetings to offer professional learning around MTSS, content area, data driven instruction, and grade level team meetings that focus on student growth and progress monitoring

  Tags:MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Provide professional development on standards based grading and equitable practices.

  Tags:Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, Equity: Targeted Universalism, Personalized Learning: Progression Based on Mastery

- (Not started) Professional development on identifying, recognizing and understanding Executive Functioning skills.

  Tags:MTSS, MTSS: Curriculum & Instruction, ODLSS: Special Education Administrator, Personalized Learning: Learner Agency

- (On-Track) Teacher designs lessons/units that will infuse student interest and offer authentic learning experiences that includes flexible instructional groups that vary based on learning objectives, needs, real time monitoring of progress and learner input.

  Tags:Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

	• (On-Track) All assessments will be aligned to standards and allow students to move on to a new or more complex skill as soon as they have demonstrated mastery. Tags:Personalized Learning: Progression Based on Mastery • (Not started) Teachers will create a learning progression model that details the standards and skills needed to demonstrate mastery. This model will be made public to students and parents so that everyone has a clear understanding of learning expectations. It will also promote learner agency in that students will be able to navigate and drive their own learning experiences.` Tags:Curriculum, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Learner Agency, Personalized Learning: Progression Based on Mastery

Strategy 2

If we do...	the job of creating lessons that integrate executive functioning skills
Then we see...	students who are able to push through authentic, relevant and challenging tasks whether content is independent or in small group,
which leads to...	students who are exposed to higher order thinking skills and held to a standard of executive functioning.
Budget Description	Allocate funds for teachers to create rubrics in a collaborative manner that will offer a clear alignment to various skills and standards.
Tags	Instruction, MTSS, Student Voice, Engagement, and Civic Life, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, OSEL: Supportive Classroom Environment, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation
Action steps	• (Not started) Diverse learning staff will conduct professional development on executive functioning. Tags:MTSS: Curriculum & Instruction, ODLSS: Instructional Quality, ODLSS: Special Education Administrator, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation • (Not started) Create a Data/Goal setting template using Google Docs/Forms to utilized throughout the school year to inform student progress Tags:Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth, MTSS: Fidelity of Implementation, OSEL: Supportive School Environment, Personalized Learning: Learner Agency • (Not started) Data review and goal setting conversations throughout the school year. Administration and counselor will begin by conducting and modeling the

process with both teachers and students. Teachers will then model the conversations with their students. Students will later facilitate these conversations with both their peers and their parents. This process will conclude with an end of the year data review and goal setting conversation led by the students and establishing goals for the next school year.

Tags:Relational Trust, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process, MTSS: Progress Monitoring, MTSS: Shared Leadership, OSEL: Supportive Classroom Environment, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Each semester, teachers will create, submit and teach one instructional unit, that includes at least two lessons/tasks, that embeds executive functioning skills.

  Tags:OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused

- (Not started) Teachers will provide students with authentic, relevant and challenging tasks that incorporate strategic thinking and provide opportunities for students to connect their learning to new and unrelated ideas. These tasks must be accompanied by rubrics that are completely align to the standard.

  Tags:Instruction, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, Personalized Learning: Authentic Learning

- (Not started) Using the DOK chart as a rubric, teachers will peer review instructional tasks and provide constructive, relevant feedback. This will be conducted during after-school sessions.

  Tags:Instruction, Relational Trust, Budget & Grants, OSEL: Supportive School Environment, SSCE: Engaging in Difficult or Controversial Discussions

- (Not started) Using the authentic, relevant and challenging tasks, teachers will provide appropriate scaffolding for students at the various MTSS tiers and document those supports in their lesson plans.

  Tags:Instruction, MTSS, Assessment: Improving Assessment Literacy, Assessment: Multiple Measures to Provide Evidence of Student Learning

Strategy 3

If we do...	If we implement a balanced assessment system effectively, using measures of formative and summative assessments supporting individual learners

Then we see...	Then we will see data utilized consistently to inform planning for rigorous instruction that meets the needs of all students and follows a grading and support system that aligns with standards and curricular goals.
which leads to...	Which will lead to monitoring of student progress to inform planning and instruction with actionable data, enhancing student achievement as seen on district assessments and elevating On-Track rates by 5% each of the next two years.
Budget Description	
Tags	Balanced Assessment and Grading, Assessment: Balanced Assessment and Grading, Assessment: Curriculum Equity Initiative, Equity: Targeted Universalism, MTSS: Progress Monitoring
Action steps	(Not started) GradeBook audits will occur every five weeks based on On-Track data. Students who are failing (D or F) must have a remediation plan that must be communicated to parents. Counselor will check-in with students on the Off-Track dashboard to monitor and provide supports. Tags:Assessment: Balanced Assessment and Grading, Assessment: Fair, Accurate and Consistent Grading Systems, FACE2: Parent Engagement, MTSS: Family and Community Engagement, MTSS: Fidelity of Implementation (Not started) Two grades per week are entered for each core subject. This is a means of offering feedback to students as well as informing parents or student progress. Tags:FACE2: Parent Engagement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring (Not started) Data drive instruction cycle is implemented to support progress monitoring and track intervention strategies Tags:Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery (Not started) Common grade categories and weights for grade levels and school-wide grading approach Tags:Balanced Assessment and Grading, Assessment: Assessment Plan Voting Procedures (Not started) Research and select common standards based assessment tools for collecting standards based formative assessment data Tags:Balanced Assessment and Grading, OSCPA: Tier 1

	• (Not started) Teacher and student co-design tasks to demonstrate mastery based on their strengths, interests and goals. Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation • (Not started) Teachers will provide opportunities for students to experience and work between different representations of the same content. Tags:Personalized Learning: Progression Based on Mastery • (Not started) Teachers will incorporate I Do, We Do, You Do, teacher ?Think Aloud,? or teacher modeling into their lessons to ensure that students have sufficient support prior to releasing students to practice independently. Teachers will also provide opportunities for students to model their learning. Tags:Instruction, MTSS: Curriculum & Instruction • (Not started) Teachers will design lesson that require students to apply skills and understandings to: new situations, other subject areas, real-world and problem solving situations. Tags:Instruction, Personalized Learning: Authentic Learning, Personalized Learning: Tailored Learning/Differentiation

Strategy 4

If we do...	If we identify what equity looks like and sounds like in our school community
Then we see...	All stakeholders begin to demonstrate more fair and equitable practices in our day to day teaching
which leads to...	Students feeling safer, comfortable, listened to and heard.
Budget Description	
Tags	Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Equity: Fair Policie sand Systems, Equity: Targeted Universalism, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment
Action steps	• (Not started) Staff will engage in professional development that explains equity, in theory and in practice, and be taught how to create a classroom systems that demonstrates equity.

Tags:Student Voice, Engagement, and Civic Life, Physical and Emotional Safety, Supportive and Equitable Approaches to Discipline, Equity: Targeted Universalism

- (Not started) Conduct a Community Resource Fair to introduce to both staff and our families the resources and services that are available both in our school and our community at-large.

  Tags:Family & Community Engagement, Budget & Grants, Equity: Inclusive Partnerships, FACE2: Parent Engagement

- (Not started) Students will complete learner profiles that captures academic, social-emotional and learning patterns, comprehensive data such as general identification, family/living arrangements, health/wellness information as well as short-term and yearly goals. This learner profile has been created through teacher collaboration.

  Tags:Relational Trust, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation, SSCE: Student Voice

- (Not started) Teachers will utilize information gained from learner profiles to design lessons/unit plans that incorporate student interest and address their learning styles.

  Tags:Personalized Learning: Authentic Learning, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Students will review and revise their BOY learner profiles so that teachers are operating from current information.

  Tags:Personalized Learning: Learner Focused, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Based on the learner profiles created, teacher and students will co-create learner pathways that are designed to help students achieve their short-term and yearly goals. These pathways will include suggested resources to support learner agency.

  Tags:MTSS: Progress Monitoring, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

- (Not started) Teachers will create lesson/unit plans that will offer a range of activities and instructional strategies that maintains an appropriate balance of rigor and authentic learning experiences.

  Tags:Instruction, Personalized Learning: Authentic Learning

	• (Not started) Teachers will create lesson/unit plans that include flexible instructional groups that vary based on learning objectives, needs, real time monitoring of academic progress and learner input. Tags:Curriculum, Instruction, MTSS, CBE: Adaptive Pacing, MTSS: Shared Leadership • (Not started) All lessons and assessments are aligned to standards-based learning objectives. Tags:Instruction, Assessment: Fair, Accurate and Consistent Grading Systems • (Not started) Teachers and administration will create and publish a standards/skills learning continuum model that will inform students and parents of standards and the skills needed to master the standard. This will help both students and parents develop academic goals and to determine "next steps" after demonstrating mastery of a standard. Tags:Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Progression Based on Mastery • (Not started) Students will track their own progress toward mastery, conference with their teachers, and demonstrate mastery of standards-based learning. Tags:Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation

Action Plan

Strategy 1

Provide professional development to help teachers understand the distinction between growth and attainment and their implication on teaching and learning.

Sep 01, 2020 to Sep 04, 2020 - Administration

Using the IL Empower grant, teachers attend the Standards Institute to support their understanding of the learning standards and how to effectively teach them to students.

Jun 22, 2020 to Jul 24, 2020 - Teacher Teams

IMSA training for science teachers to incorporate Project-based learning and IMSA FUSION into our course programming

Jul 01, 2020 to Mar 31, 2021 - Science Teachers

On-Track Oct 16, 2020

Continue using our grade level team meetings to offer professional learning around MTSS, content area, data driven instruction, and grade level team meetings that focus on student growth and progress monitoring

Sep 15, 2020 to Jun 08, 2021 - Administration

Provide professional development on standards based grading and equitable practices.

Sep 01, 2020 to Nov 09, 2020 - Administration and Department of Student Assessment

Professional development on identifying, recognizing and understanding Executive Functioning skills.

Sep 01, 2020 to Jun 04, 2021 - Administration and Diverse Learning staff

On-Track Oct 16, 2020

Teacher designs lessons/units that will infuse student interest and offer authentic learning experiences that includes flexible instructional groups that vary based on learning objectives, needs, real time monitoring of progress and learner input.

Sep 11, 2020 to Jun 17, 2022 - Teachers Students

On-Track Oct 16, 2020

All assessments will be aligned to standards and allow students to move on to a new or more complex skill as soon as they have demonstrated mastery.

Sep 18, 2020 to Jun 17, 2022 - Teachers Students

Teachers will create a learning progression model that details the standards and skills needed to demonstrate mastery. This model will be made public to students and parents so that everyone has a clear understanding of learning expectations. It will also promote learner agency in that students will be able to navigate and drive their own learning experiences.`

Sep 04, 2020 to Jun 17, 2022 - Teachers Administration

Strategy 2

Diverse learning staff will conduct professional development on executive functioning.

Sep 01, 2020 to Jun 04, 2021 - Administration and Diverse Learning Staff

Create a Data/Goal setting template using Google Docs/Forms to utilized throughout the school year to inform student progress

Sep 01, 2020 to Jun 17, 2022 - Administration Counselor Teachers Students 2 - 8 grades

Data review and goal setting conversations throughout the school year. Administration and counselor will begin by conducting and modeling the process with both teachers and students.

Teachers will then model the conversations with their students. Students will later facilitate these conversations with both their peers and their parents. This process will conclude with an end of the year data review and goal setting conversation led by the students and establishing goals for the next school year.

Sep 01, 2020 to Jun 17, 2022 - Administration Counselor Teachers Students 2 - 8 grades

Each semester, teachers will create, submit and teach one instructional unit, that includes at least two lessons/tasks, that embeds executive functioning skills.

Sep 04, 2020 to Jun 03, 2022 - Staff

Teachers will provide students with authentic, relevant and challenging tasks that incorporate strategic thinking and provide opportunities for students to connect their learning to new and unrelated ideas. These tasks must be accompanied by rubrics that are completely align to the standard.

Sep 04, 2020 to Jun 03, 2022 - Teachers

Using the DOK chart as a rubric, teachers will peer review instructional tasks and provide constructive, relevant feedback. This will be conducted during after-school sessions.

Sep 11, 2020 to Jun 10, 2022 - Teachers

Using the authentic, relevant and challenging tasks, teachers will provide appropriate scaffolding for students at the various MTSS tiers and document those supports in their lesson plans.

Sep 11, 2020 to Jun 10, 2022 - Teachers

Strategy 3

GradeBook audits will occur every five weeks based on On-Track data. Students who are failing (D or F) must have a remediation plan that must be communicated to parents. Counselor will check-in with students on the Off-Track dashboard to monitor and provide supports.

Oct 02, 2020 to May 27, 2022 - Administration Teachers Counselor

Two grades per week are entered for each core subject. This is a means of offering feedback to students as well as informing parents or student progress.

Sep 20, 2019 to Jun 18, 2021 - Teachers

Data drive instruction cycle is implemented to support progress monitoring and track intervention strategies

Sep 22, 2020 to Jun 08, 2021 - Administration Teachers

Common grade categories and weights for grade levels and school-wide grading approach

Sep 01, 2020 to Sep 04, 2020 - Administration Teachers

Research and select common standards based assessment tools for collecting standards based formative assessment data

Sep 01, 2020 to Sep 04, 2020 - Administration Teachers

Teacher and student co-design tasks to demonstrate mastery based on their strengths, interests and goals.

Sep 11, 2020 to Jun 17, 2022 - Teachers Students

Teachers will provide opportunities for students to experience and work between different representations of the same content.

Sep 11, 2020 to Jun 17, 2022 - Teachers

Teachers will incorporate I Do, We Do, You Do, teacher ?Think Aloud,? or teacher modeling into their lessons to ensure that students have sufficient support prior to releasing students to practice independently. Teachers will also provide opportunities for students to model their learning.

Sep 11, 2020 to Jun 17, 2022 - Teachers Students

Teachers will design lesson that require students to apply skills and understandings to: new situations, other subject areas, real-world and problem solving situations.

Sep 04, 2020 to Jun 17, 2022 - Teachers

Strategy 4

Staff will engage in professional development that explains equity, in theory and in practice, and be taught how to create a classroom systems that demonstrates equity.

Sep 04, 2020 to Jun 04, 2021 - Administration and Staff

Conduct a Community Resource Fair to introduce to both staff and our families the resources and services that are available both in our school and our community at-large.

Sep 03, 2020 to Sep 04, 2020 - Administration Community Support Staff

Students will complete learner profiles that captures academic, social-emotional and learning patterns, comprehensive data such as general identification, family/living arrangements, health/wellness information as well as short-term and yearly goals. This learner profile has been created through teacher collaboration.

Sep 08, 2020 to Sep 11, 2020 - Students Teachers

Teachers will utilize information gained from learner profiles to design lessons/unit plans that incorporate student interest and address their learning styles.

Sep 18, 2020 to Jun 10, 2022 - Teachers

Students will review and revise their BOY learner profiles so that teachers are operating from current information.

Jan 04, 2021 to Jan 08, 2021 - Students

Based on the learner profiles created, teacher and students will co-create learner pathways that are designed to help students achieve their short-term and yearly goals. These pathways will include suggested resources to support learner agency.

Sep 14, 2020 to Oct 16, 2020 - Teachers Students

Teachers will create lesson/unit plans that will offer a range of activities and instructional strategies that maintains an appropriate balance of rigor and authentic learning experiences.

Sep 18, 2020 to Jun 17, 2022 - Teacher

Teachers will create lesson/unit plans that include flexible instructional groups that vary based on learning objectives, needs, real time monitoring of academic progress and learner input.

Sep 18, 2020 to Jun 17, 2022 - Teachers Students

All lessons and assessments are aligned to standards-based learning objectives.

Sep 04, 2020 to Jun 17, 2022 - Teachers

Teachers and administration will create and publish a standards/skills learning continuum model that will inform students and parents of standards and the skills needed to master the standard. This will help both students and parents develop academic goals and to determine "next steps" after demonstrating mastery of a standard.

May 04, 2020 to Jun 19, 2020 - Administration Teachers

Students will track their own progress toward mastery, conference with their teachers, and demonstrate mastery of standards-based learning.

Sep 11, 2020 to Jun 17, 2022 - Students Teachers

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform

format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

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

ESSA Schoolwide Program

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

Kipling regularly reviews achievement data to determine which programs and supports need to be in place to ensure that all students are learning and making progress.

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

Kipling develops master schedules and uses discretionary funds to reduce the class size. This strategy enables teachers to provide more targeted instruction to address the learning needs of our most vulnerable population.

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

Kipling develops master schedules and uses discretionary funds to reduce the class size. This strategy enables teachers to provide more targeted instruction to address the learning needs of our most vulnerable population. Our master schedule provides targeted instructional minutes to support multi-age learning opportunities four times weekly for an hour each day.

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

Our RIT Band University offers multi-aged classrooms which offers a learning setting that provides targeted instruction to students based on assessment data. Additionally, mentors support the SEL needs of several of our high-risk students.

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

Teachers are offered weekly support from either a mentor teacher/lead teacher or a building administrator. Class sizes are at or below 25 in the primary grades and 28 in intermediate grades. There is paraprofessional support for each class. We offer the co-teaching model for support as well.

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

ELA, science, and math teachers will complete the Standards Institute professional training. Our master schedule has built in it a sixth preparation period which will be dedicated to content/standards/skills support for teachers.

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

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. We plan to conduct two student directed data meetings
where students will analyze their own data for their parents and discuss their plan of obtaining their goals. Additionally,
twice yearly, parents schedule conference with their student's teachers to discuss their progress.

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

Counselor and principal in conjunction with the preschool teacher will host parent meetings to help parents with navigating the GoCPS process and promoting Kipling School.

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

Every 5 weeks, teachers will create or design progress monitoring assessments to determine levels of growth on a particular skill from students Learning Paths. Teachers will use this data to determine if and when students can step to the next level on the individual learning paths.

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

Our RIT Band University offers multi-aged classrooms which offers a learning setting that provides targeted instruction to students based on assessment data. Students will be targeted for an extended hour of school as it is determined that they need additional support. Additionally, mentors support the SEL needs of several of our high-risk students.

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

Our students will be exposed to a class called CCR (college career readiness). The purpose of this class is to provide students with SEL skills that will help them to become more self aware, community responsive and empathetic.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

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

Parents are invited to attend the monthly scheduled Parent Advisory Council (PAC) meetings where there is on-going discussions of the NCLB, Title 1 school parental involvement plan and policy.

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

Kipling's Principal's Annual Title I meeting will be held on October 2, 2020. The Organizational PAC meeting will be held on October 6, 2020. Parents will be informed of the school's plan for parent involvement. On the third Tuesday of each month, PAC meetings will be held to discuss with parents their concerns and to collaborate about possible improvements to our plans and policies.

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

to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Each month, parents will receive a school calendar. It will share the schedule for meetings and school events. The information will also be posted on Kipling's school website.

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 discussions with parents regarding the results of standardized tests that were administered to their children. Additionally, teachers are required to communicate bi-weekly with parents about students who are in jeopardy of failing any subject. During those meetings, teachers will also discuss students' progress in class and students' response to attempted interventions to help students gain success. We plan to conduct two student-directed data conversations. In them, students will analyze their own data with their parents and discuss their plan to reach their goal. Finally, twice a year, parents will schedule conferences with their child's teacher to discuss student 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 will be sent home to inform parents of any classroom instructor change prior to the change.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parent meetings will be conducted regularly to assist parents with interpreting and understanding the Common Core Standards.

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

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

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

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

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public

preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Parent meetings will be held on an on-going basis in order to assist parents with interpreting and understanding the Common Core. State Standards.

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

Monthly newsletters and calendars will be posted on the Kipling website. They also be sent home in students' home language.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>**

[X] **<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

[X] **<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

None of the boxes are unchecked.

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of Kipling School is 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 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 conferences are held twice a year during report card pick up time. Parents may also request to conferences with teachers during their preparation period or by appointment during the instructional day.

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 information about their child's performance on progress reports and report cards. Parents may also request additional information from teachers. Parents also have access to the parent portal in Aspen. There, they can monitor their child's grades as they are entered. Additionally, teachers are required to communicate bi-weekly with parents of students who are in jeopardy of failing. During this meeting, teachers are to discuss the student's progress, their response to interventions and methods for helping 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 will have access to staff members before and after school. They may also schedule an appointment during teachers' preparation period.

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

Parents are welcome 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 field trips and work with teachers. Parents may also communicate their desires to their child's teacher and 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 and prepared to learn. Parents may work with their child to establish a designated time for daily homework completion and skills review. They may also have conversations with their child about daily learning.

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 information about their child's performance on progress reports and report cards. Parents may also request additional information from teachers. Parents also have access to the parent portal in Aspen. There, they can monitor their child's grades as they are entered. Additionally, teachers are required to communicate bi-weekly with parents of students who are in jeopardy of failing. During this meeting, teachers are to discuss the student's progress, their response to interventions and methods for helping 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.**
>
> Funds are allocated to support opportunities to increase parental involvement in supporting their child with learning of skills at home.

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

Account(s)

Description

Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$400.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$500.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$200.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$0.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$400.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$0.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$300.00

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