



Phillip D Armour Elementary School (/school-plans/8) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Cathleen Meza	Literacy/Art Lead	catierney@cps.edu	Has access
Myrna Villafuerte	Math Lead	mgvillafuerte@cps.edu	Has access
Erica Cahill	EL Lead	emcahill2@cps.edu	Has access
Cynthia Palomares	Tech Coordinator	cdpalomares@cps.edu	Has access
Kelly Wingate	Counselor	kawingate@cps.edu	Has access
Kathy Delanty	Primary Lead	kadelanty@cps.edu	Has access
Esmeralda Zapata	ELL/Literacy Intermediate	ezapata2@cps.edu	Has access
Sandy Torres	ELL/Literacy Upper	storres85@cps.edu	Has access
Catherine LaRocque	Science Lead	casorich@cps.edu	Has access
Guadalupe Perez	LSC Parent	Perez_cast@yahoo.com	No Access
Shelley Cordova	Principal	smcordova@cps.edu	Has access

### Team meetings

Date	Participants	Topic
03/01/2016	Cordova, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Overview of CIWP and plan for completion
03/08/2016	Cordova, Perez, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Reflect and confirm scores for SEL categories
03/15/2016	Cordova, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Reviewed School Excellence Framework & Determine Framework Priorities

03/22/2016	Meza, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Research strategies to meet priority: Assessment
03/29/2016	Perez, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Develop action steps for strategy: Assessment
04/05/2016	Cordova, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Research strategies to meet priority: Rigor
04/26/2016	Perez, Meza, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Develop action steps for strategy: Rigor
05/03/2016	Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Research strategies to meet priority: Engagement
05/10/2016	Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Develop action steps for strategy: Engagement
05/16/2016	Meza, Torres, LaRocque, Zapata	Research strategies to meet priority: Transitions CCR
05/17/2016	Cordova, Meza, Villafuerte, Cahill, Palomares, Wingate, Delanty, Zapata, Torres, LaRocque	Develop action steps for strategy: Transitions
05/18/2016	Cordova, Meza, Torres, LaRocque, Zapata	Review CIWP for accuracy and coherency

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### 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.

1 2 3 4

The mission of Armour School is to provide students with a rigorous education while instilling leadership values through the paradigm of the 7 Habits of Highly Effective Students. The administrative leadership leads instruction with an in-depth knowledge of curriculum in each grade level. Decisions that affect the leadership structures are based on the skill set of Armour's staff members and are based on the school's core mission.

#### Measures:

- 2016 Five Essentials Survey: Teacher Collaboration was rated as "Very Strong" and Effective Leaders was rated as "Very Strong".
- CPS Framework for Teaching: 85% of teachers are at Proficient and Distinguished at Domain 4

## 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:

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.

Score

1 2 **3** 4

The agenda of Armour School's ILT meetings and the related artifacts convey a conscientious effort to evaluate the programs in place to support the academic, social, and emotional needs of every student in tiered system. Members of the ILT include a representative from each grade level and priority group. The ILT meets every week to ensure the reviewed data is current and relevant.

Measures:

- 2016 Five Essentials: Instructional Leadership rated "very strong"
- ILT rubric self-assessment was rated "effective".

## 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	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
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

Professional learning at Armour is measured weekly when teachers and teacher aides meet with their content based coaches and administration to review data for unit planning and develop goals for individual students and small groups to ensure a rigorous curriculum and instruction. Coaching is individualized based on teacher needs. The coach visits the classroom and observes the teacher on a weekly basis and occasionally models for the teacher. The coaches provide timely feedback to set next step goals. Coaches also meet with administration to discuss specific teacher goals based on teacher evaluations. Coaching also provides opportunities for outside teacher development learning opportunities in the form of workshops, planning time, and collaboration with other educators.

Measures:

- 2016 Five Essentials: Collaborative Teachers rating "Very Strong"
- 85% of teachers are at Proficient and Distinguished at Domain 4
- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%

### 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

1 2 3 4

At Armour all staff follow their designated schedules to ensure student learning and safety. In each classroom there are at least two adults (the teacher and a teacher aide) to facilitate small group and individualized learning. Additionally, every adult in the building is responsible for planning and teaching an MTSS group based on NWEA data to ensure growth in both Reading and Mathematics during an allocated RTI enrichment block.

#### Measures:

- 2016 Five Essentials- Effective Leaders and Collaborative Teachers both rated "Very Strong"
- CPS Framework for Teaching: 85% of teachers are at Proficient and Distinguished at Domain 4

#### 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
Measures	✓ 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

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.

1 2 3 4

GoMath and Readers and Writers Workshops include:  
 Sequencing and pacing guides  
 Thematic units which cover multiple disciplines (social studies is woven into the literacy curriculum)  
 Comprehensive unit plans including pre and post assessments.

Teacher collaboration is daily and mostly on a volunteer basis during teacher time. Teachers are transparent with staff members about their core instructional goals during school-wide professional development. Teacher leaders meet with teachers weekly to discuss student needs by grade level. Social emotional learning, physical education and arts teachers weave curriculum needs into instruction using math and literacy concepts into their disciplines each week.

Measures:  
 - 45% attainment on reading (highest in recent years) during first year of implementation of Reading and Writing Workshop model.- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%  
 -CPS Framework for Teaching Domain 1 & 3 80%

**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&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	✓ SQRP Attainment and Growth
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

Our reading curriculum is comprised of newly implemented Lucy Calkins reading and writing units of study. The math curriculum implemented at the beginning of the year is Go Math. The science curriculum includes SEPUP for 6-8 and FOSS Kits for the primary grades. For MTSS instruction we use Stride Academy, Common Core Progress Workbooks, Achieve3000, and Smarty Ants. Students of all grade levels and disciplines learn through viewing media, listening to read alouds, investigating real world math and science problems. All classes have one-to-one technology that supports varied learning styles and production means. Students submit work using Google Classroom, read books using CPS Digital Libraries, and with peers and staff using CPS Google applications.

#### Measures:

- 45% attainment on reading (highest in recent years) during first year of implementation of Reading and Writing Workshop model.
- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%
- CPS Framework for Teaching Domain 1 80%
- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong" and Supportive Environment rated "Neutral"

## 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	Ambitious instruction 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="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
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 meet weekly across grade levels and content areas to analyze student acquisition of Common Core State Standards. Teachers use a formative assessment planning tool that uses reflection to cater instruction for small groups to work towards mastery of CCSS. Classes also use self assessment of tasks and student reflection to make relevance and readiness transparent to learners.

Measures:

- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%
- CPS Framework for Teaching Domain 1 80%, Domain 2 93.3%, & Domain 3 90%
- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong"

## 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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

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)

1 2 3 4

Students develop detailed plans from Kindergarten through 8th grade within a Leadership Binder that identifies a post secondary objective and necessary skills and competencies. Students have developed portfolios within the Illinois Career Information System (CIS). Each portfolio contains the results of an interest inventory, a lifestyle calculator, and a list of possible career clusters individually targeted for every student. The environment at Armour School promotes a culture of college and career readiness through the use of decor and guest speakers. Attendance rates at Armour school are increasing as students make the connection between present performance and future accomplishments.

Measures:

- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong" and Supportive Environment rated "Neutral"
- CPS Framework for Teaching 2b Establishing a Culture for Learning 91%
- Attendance 2014-15 94.9%, current 2015-16 95.43%

### 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	Ambitious Instruction      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 C2. Builds a culture of high aspirations and achievement for every student.

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

Most classes use a scaffolding approach for instruction that focus on modeling skills, guiding practices, and fostering independence of academics. Both reading and math utilize coaches to plan and inform best practices in instruction. Disciplines also apply inquiry-based learning as means of instruction for problem-based topics, labs and discovery units.

Measures:

- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong", Effective Leaders rated "Very Strong" and Supportive Environment rated "Neutral"
- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%
- CPS Framework for Teaching Domain 3

## 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	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

### 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

### Score

1 2 3 4

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.

At Armour teachers monitor student growth by progress monitoring and collecting data during small group instruction. Students who are far below grade level are progress monitored every two weeks and students who are slightly below grade level once a month. In addition each teacher and teacher aide is teaching an MTSS group for additional support and monitoring of student progress. We have used NWEA data to form groups and set teaching goals based on the different domains for reading and writing. These groups require progress monitoring every two weeks. Every quarter student progress is analyzed by grade-level teams and students are regrouped accordingly. Every teacher has set goals for their class to meet attainment and growth.

Measures:

- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%
- CPS Framework for Teaching Domain 1 & 3- 80% Domain 4- 85% teacher performance proficient or distinguished
- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong", Collaborative Teachers rated "Very Strong" and Supportive Environment rated "Neutral"
- current attendance 95.34%

### 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
CPS Framework for Teaching	Supportive Environment
	<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

At this time, we are working on creating and implementing a more systematic, school-wide means of monitoring and using assessment to inform instruction. Some teachers are using curriculum supports to give pre and post assessments. Other teachers are creating their own assessments. We have a need for weekly reflection of assessment during grade level meetings. We are hoping to learn and share new strategies for small group work that can be uniformly used throughout the school. A specific time is needed for instructors to meet with content area peers to discuss results and strategies of weekly assessments.

Measures:

- SQRP: 43.7% of students making target growth, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%
- CPS Framework for Teaching Domain 1 & 3- 80%, Domain 4- 85% teacher performance proficient or distinguished
- 2016 Five Essentials Survey: Ambitious Instruction rated "Strong"

**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	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
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

Teachers of all disciplines promote a culture of learning through contests, incentives, pep talks and competitions. For example, weekly PSAs hosted by the counselor and PE teacher, celebrate and motivate students on goals or academic achievement and attendance. The school recognizes leaders each week from every class that demonstrate the 7 Habits of Happy Kids. Staff uses common language of the 7 habits throughout the day. The school hosted a math-a-thon for all grade levels in a Jeopardy-style whole-school viewing.

#### Measures:

Five Essentials Survey- Ambitious Instruction rated "neutral" with "strong" for quality of discussion  
 SQRP attainment & Growth: 43.7% of students making target growth according to SQRP, 2nd grade attainment reading 92%, math 93%, 3rd-8th reading 45% and math 30%

## 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

The 7 Habits of Happy Kids support positive student interaction where the kids think "win-win" where everyone can win. They "synergize" work and ideas to think smarter. Students start their day by "being proactive", being prepared for their classes socially and academically. Each day, we start by reciting our school pledge, "Today is my chance to learn and grow. I will add to everything that I know. I begin my day with the end in mind, Synergize my efforts to be proactive and kind. Of all the challenges that I see, I can find the leader in me!"

#### Measures:

Five Essentials- Collaborative Teachers rated "strong" and Supportive Environment rated "neutral"  
CPS Framework for Teaching 1b 81%, 2a 100%

## 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

Students are invited to participate in After school programming available every day at Armour School until 5:00. An algebra class is offered for eligible students in 7th and 8th grade. School wide programs, such as Clean Freaks and the Talent Show, provide opportunities for leadership. The MTSS data provides advanced instruction in both Language Arts and Math for students who have exceeded the goals of their grade level peers.

Measures:

Five Essentials- Supportive Environment rated "neutral"  
CPS Framework for Teaching 1b 81%, 2a 100%, 3c 77%

## 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

Data obtained from Dashboard indicates a misconduct rate of 1.04 infractions per 100 students. Schedules indicate a level of support in each classroom and common area that deters behavior infractions and resolves minor incidents before escalation occurs. Classroom routines are well managed. Arrival and dismissal are efficient and orderly because of the systems in place. Students and staff work diligently under the Leader In Me paradigm, creating shared responsibility for the well being of all.

#### Measures:

Five Essentials- Collaborative Teachers rated "very strong" and Supportive Environment rated "neutral"

CPS Framework for Teaching 2a 100%, 2c 94%, 2d 88%

### 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.

Data obtained from Dashboard indicates a misconduct rate of 1.04 infractions per 100 students. Schedules indicate a level of support in each classroom and common area that deters behavior infractions and resolves minor incidents before escalation occurs. Mentors are assigned to students requiring a greater level of support. Positive behaviors are recognized through a Merit program. Students who require a time to reflect on behaviors are invited to participate in Leadership Development Class on Saturdays.

Measures:

Five Essentials- Collaborative Teachers rated "very strong" and Supportive Environment rated "neutral"  
 CPS Framework for Teaching 2a 100%, 2d 88%, 4 85% of teachers are proficient or distinguished

**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 majority of families have access to IMPACT, the student grade-portal to stay up-to-date on their child's academic performance. Teachers provide a variety of means to communicate with parents from phone call, emails, texts, parent letters, and applications that inform class happenings. Parents regularly volunteer for field trips at all grade levels and extracurricular activities that extend learning. Armour has groups that include parents in meetings such as the LSC, BAC and PAC.

Measures:  
 Five Essentials- Involved Families rated "Very Strong"  
 My Voice, My School Parent Survey results "Neutral"

**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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Targeted students are identified on the strategic action plan in reading based on their goal area on the NWEA. Students are progressed monitored and receive intensive support and instruction at their level. Achieve 3000 is used to increase students volume on informational texts. AR is used to monitor the quantity of reading.	45.00	38.00	40.00	70.00

**National School Growth Percentile - Math**

Targeted students are identified on the strategic action plan in math based on their goal area on the NWEA. Students are progressed monitored and receive intensive support and instruction at their level. Stride Academy is used to increase the amount of math that students are exposed to on a daily basis. New curriculum that is aligned to CCSS provide students with the opportunity to receive grade level instruction with supports.	45.00	9.00	40.00	70.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

This is not and indicator for Armour School.	53.20	(Blank)	0.00	0.00
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**African-American Growth Percentile - Reading**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**Hispanic Growth Percentile - Reading**

Targeted Hispanic students are identified on the strategic action plan in reading based on their goal area on the NWEA. Students are progressed monitored and receive intensive support and instruction at their level. Achieve 3000 is used to increase students volume on informational texts. AR is used to monitor the quantity of reading.	40.00	38.00	40.00	70.00
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**English Learner Growth Percentile - Reading**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Reading**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**African-American Growth Percentile - Math**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**Hispanic Growth Percentile - Math**

Targeted Hispanic students are identified on the strategic action plan in math based on their goal area on the NWEA. Students are progressed monitored and receive intensive support and instruction at their level.	45.00	10.00	30.00	50.00
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**English Learner Growth Percentile - Math**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

This is not and indicator for Armour School.	(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

All students receive instruction in reading at their level in order to make the sufficient progress needed for students increase individual levels. Workshop model is used in all classrooms.	36.00	45.00	70.00	70.00
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**National School Attainment Percentile - Math (Grades 3-8)**

All students receive instruction in math with the new math curriculum that is aligned to the CCSS. Targeted students are identified to receive strategic, on level, or advance support during an MTSS period.	37.00	30.00	43.00	50.00
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**National School Attainment Percentile - Reading (Grade 2)**

TRC/DIBELS is administered to the students in grade 2 three times a year. Students are continuously progressed monitored at the recommended district rate. All students receive intensive support in reading.

94.00	92.00	95.00	96.00
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**National School Attainment Percentile - Math (Grade 2)**

mClass math administered to the students in grade 2 three times a year. Students are continuously progressed monitored at the recommended district rate.

94.00	93.00	95.00	96.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Armour School was in compliance with the federal, state and CPS guidelines. All students enrolled in the bilingual program receive instruction from highly certified bilingual teachers.

32.80	27.00	35.00	40.00
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**Average Daily Attendance Rate**

Students are engaged in several activities on a monthly basis that encourage students to be involved and active in school.

94.60	94.90	96.00	96.50
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**My Voice, My School 5 Essentials Survey**

Teacher and student trust is continuously improving. All student have a mentor at the school level and can identify an adult that they can trust and confide in. The academic rigor is increasing with the professional development opportunities that are provided to the teachers. Teachers are confident with their instruction in their subject area.

(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

Teachers and students will develop and apply formative assessment to enhance teaching and learning outcomes. Teachers will use backwards planning of summative assessments in ELA, math and Next Generation Science units to break down skills into daily/weekly formative assessments throughout their units. Students will use self-reflection to set and update goals on a daily, weekly and quarterly basis.

...then we see...

lesson plans that reflect weekly assessment analysis for small group targeted instruction and students owning the language of assessment as it relates to successful academic habits and achievement

...which leads to...

rigorous instruction for all students on an individual level to achieve unit goals and academic success. Students within 2nd grade will be at or above 95% for attainment in math and reading and students grades 3-8 will be at or above 55% for attainment in reading and 45% in math. Domains 1 and 3 under the CPS Framework for teaching that address Designing Student Assessment and Using Assessment in Instruction will increase from 80% to 90% or higher.

Tags:

Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math

Area(s) of focus:

1, 3, 2

**Action step**

Lead teachers will format lesson plan template to reflect assessment analysis before the school year starts.

**Responsible**

Katherine Delanty, Esmerelda Zapata, Myrna Villafuerte, Cathleen Meza, Catherine LaRocque

**Timeframe**

Sep 6, 2016 to Sep 6, 2016

**Evidence for status**

Google Classroom- submitted, completed lesson plans

**Status**

On-Track

**Lesson plans, Formative assessment, Google classroom**

Lead teachers and administrators will schedule vertical and horizontal meeting time to share formative assessment trends at the beginning of the school year.	Cathleen Meza, Myrna Villafuerte, Katherine Delanty, Catherine LaRocque Esmerelda, Cynthia Palomares, Shelley Lugo Cordova	Aug 31, 2016 to Aug 31, 2016	School Google Calendar updated with monthly meeting dates	Not started
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**Grade level teams, Vertical planning**

All teachers will meet during agreed upon time monthly to share analysis of formative data within their grade band.	Primary: Rebecca Marcano, Denise Ramos, Araceli Bahena, Katherine Delanty, Allyson Moloney Intermediate: Esmerelda Zapata, Kristen Schiesl, Rafael Rinconeno, Middle School: Leslie Roach, Marc Sokolowski, Sandy Torres, Julissa Lopez, Alexandar Polak, Catherine LaRocque, Cathleen Meza, Myrna Villafuerte, Erica Cahill, Kelly Dorn	Sep 20, 2016 to Jun 6, 2017	minutes of meetings in grade level folder on share Armour Drive that include attendees, data analysis and next steps	Not started
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**Grade level meetings, Formative assessment**

All teachers will meet during agreed upon time monthly to share analysis of formative data within their content area to note trends. Lead teachers will be responsible for taking minutes in the shared Drive.	STEAM: Denise Ramos, Araceli Bahena, Kristen Schiesl, Rafael Rinconeno, Leslie Roach, Alexandar Polak, Myrna Villafuerte, Catherine LaRocque, Erica Cahill, Kelly Dorn ELA: Katherine Delanty, Allyson Moloney, Esmerelda Zapata, Marc Sokolowski, Sandy Torres, Julissa Lopez, Cathleen Meza Science/Health:	Sep 20, 2016 to Jun 6, 2017	minutes of meetings in grade level folder on share Armour Drive that include attendees, data analysis and next steps	Not started
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**Formative assessment, Content area meeting**

Lead teachers will develop grade-appropriate rubrics for students to use on self-assessment using common language on a quarterly basis.	Cathleen Meza, Myrna Villafuerte, Rebecca Marcano, Shelley Lugo Cordova	Jun 3, 2016 to Jun 21, 2016	Uploaded rubrics to the school Drive.	On-Track
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**Self assessment, Learning progression, Metacognition, School-wide culture**

If we do...

Host monthly teacher-led professional mini-workshops on using technology to increase engagement in the learning process

...then we see...

more teachers using technology at all stages of learning, more students participating and increased parent communication

...which leads to...

exposure to 21st century learning skills, building of background knowledge, time on task and skill development among a wider range of students. Students within 2nd grade will be at or above 95% for attainment in math and reading and students grades 3-8 will be at or above 55% for attainment in reading and 45% in math. Domain 3 under the CPS Framework for teaching that address Student Engagement will increase from 80% to 90% or higher and a rating for Supportive Environment of "Strong" or "Very Strong" on the 2017 Five Essentials Survey.

Tags:

Technology, Professional development, 21st century skills, ELL, Differentiation, Engagement, Teacher-led, Art, Parent communication

Area(s) of focus:

3, 4, 5

Action step ⓘ

Survey teachers on uses and possible needs for application of technology in and out of the classroom to prepare workshop topics.

Responsible ⓘ

Cathleen Meza  
Cynthia Palomares

Timeframe ⓘ

Jun 3, 2016 to  
Jun 10, 2016

Evidence for status ⓘ

100% staff completion of Google Form Survey

Status

Not started

### Technology, Survey

Offer Monthly teacher-led PD to share application of tech tools and programs. Topics include, but are not limited to, using video clips to enhance background knowledge or spark discussion, using media as text, progress monitoring, organizing digital resources, communicating with parents, integrating content

Cynthia Palomares,  
Esmerelda Zapata,  
Catherine  
LaRocque, Cathleen  
Meza. Allyson  
Moloney, Rafael  
Rinconeno

Sep 13, 2016 to  
Jun 6, 2017

application of tech within classrooms

Not started

### Professional development, ELL, Progress monitoring, Media, Multi-disciplinary

Survey teachers on technology usage and effectiveness of professional learning at the close of each semester to inform success of the workshops, as well as, reflect and share on the increase of engagement within each classroom.

Cynthia Palomares  
Cathleen Meza

Feb 3, 2017 to  
Jun 9, 2017

Completion of staff survey

Not started

### Technology, Teacher reflection, Survey

### Strategy 3

If we do...

Teachers will guide students in building portfolios of work that include SMART goal setting and tracking. Portfolios will be used to guide student-led conferences at formal and informal parent-teacher-student conferences on a quarterly basis.

...then we see...

more student ownership and self-awareness of academic performance and behaviors. Students setting short and long-term goals for college and career preparation.

...which leads to...

developing academic skills and habits that transfer to the high school and collegiate setting; a rating for Supportive Environment of "Strong" or "Very Strong" on the 2017 Five Essentials Survey, attendance 96% or higher.



Tags:

Student ownership, High school readiness, Smart goals, Student led conferences, College

Area(s) of focus:

4, 1, 2, 3, 5

Action step	Responsible	Timeframe	Evidence for status	Status
SEL lead teacher will share portfolio template and conference sample with teachers to create uniformity among classrooms and set expectations.	Kelly Wingate	Sep 9, 2016 to Sep 16, 2016	sample student portfolios and conferences	Not started

**Student portfolio, Student led conferences**

Teachers will guide students in setting SMART quarterly goals to encourage successful academic behaviors and achievement.	all students pre-K to 8th grade	Sep 23, 2016 to Apr 6, 2017	Goal Setting slide/sheet completed for each student	Not started
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**Goal setting, Student portfolio, Student attendance**

Students will reflect on goals and achievement quarterly. Teachers will guide students in how to present their portfolio goals and products. Students will practice presentation of portfolio to gain confidence and ownership of their work.	all students pre-K to 8th grade	Nov 14, 2016 to Apr 10, 2017	Updated portfolios with achievement and reflection; lesson plans that reflect presentation practice and modeling. Speaking grades assessed for presentation.	Not started
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**Student reflection, Presentation, Student attendance**

Students will present portfolios quarterly to parents at conferences to celebrate successes, recognize challenges and share measurable strategies for improvement.	all students pre-K to 8th grade	Nov 16, 2016 to Apr 19, 2017	student-led conferences at report card pick up	Not started
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**Student-led conference**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➕ Lead teachers will format lesson plan template to reflect assessment analysis before the school year starts.</p> <p>Tags: Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math, Lesson plans, Formative assessment, Google classroom</p>	Katherine Delanty, Esmerelda Zapata, Myrna Villafuerte, Cathleen Meza Catherine LaRocque	Sep 6, 2016	Sep 6, 2016	On-Track
<p>➕ Lead teachers and administrators will schedule vertical and horizontal meeting time to share formative assessment trends at the beginning of the school year.</p> <p>Tags: Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math, Grade level teams, Vertical planning</p>	Cathleen Meza, Myrna Villafuerte, Katherine Delanty, Catherine LaRocque Esmerelda, Cynthia Palomares, Shelley Lugo Cordova	Aug 31, 2016	Aug 31, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ All teachers will meet during agreed upon time monthly to share analysis of formative data within their grade band.</p> <p>Tags: Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math, Grade level meetings, Formative assessment</p>	<p>Primary: Rebecca Marcano, Denise Ramos, Araceli Bahena, Katherine Delanty, Allyson Moloney Intermediate: Esmerelda Zapata, Kristen Schiesl, Rafael Rinconeno, Middle School: Leslie Roach, Marc Sokolowski, Sandy Torres, Julissa Lopez, Alexandar Polak, Catherine LaRocque, Cathleen Meza, Myrna Villafuerte, Erica Cahill, Kelly Dorn</p>	Sep 20, 2016	Jun 6, 2017	Not started
<p>✦ All teachers will meet during agreed upon time monthly to share analysis of formative data within their content area to note trends. Lead teachers will be responsible for taking minutes in the shared Drive.</p> <p>Tags: Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math, Formative assessment, Content area meeting</p>	<p>STEAM: Denise Ramos, Araceli Bahena, Kristen Schiesl, Rafael Rinconeno, Leslie Roach, Alexandar Polak, Myrna Villafuerte Catherine LaRocque, Erica Cahill, Kelly Dorn ELA: Katherine Delanty, Allyson Moloney, Esmerelda Zapata, Marc Sokolowski, Sandy Torres, Julissa Lopez, Cathleen Meza Science/Health:</p>	Sep 20, 2016	Jun 6, 2017	Not started
<p>✦ Lead teachers will develop grade-appropriate rubrics for students to use on self-assessment using common language on a quarterly basis.</p> <p>Tags: Diverse Learners, Differentiated instruction, ELL, Formative assessment, Flexible grouping, Next generation science standards, Writers workshop, Readers workshop, Go math, Self assessment, Learning progression, Metacognition, School-wide culture</p>	Cathleen Meza, Myrna Villafuerte, Rebecca Marcano, Shelley Lugo Cordova	Jun 3, 2016	Jun 21, 2016	On-Track
<p>✦ Survey teachers on uses and possible needs for application of technology in and out of the classroom to prepare workshop topics.</p> <p>Tags: Technology, Professional development, 21st century skills, ELL, Differentiation, Engagement, Teacher-led, Art, Parent communication, Technology, Survey</p>	Cathleen Meza Cynthia Palomares	Jun 3, 2016	Jun 10, 2016	Not started
<p>✦ Offer Monthly teacher-led PD to share application of tech tools and programs. Topics include, but are not limited to, using video clips to enhance background knowledge or spark discussion, using media as text, progress monitoring, organizing digital resources, communicating with parents, integrating content</p> <p>Tags: Technology, Professional development, 21st century skills, ELL, Differentiation, Engagement, Teacher-led, Art, Parent communication, Professional development, ELL, Progress monitoring, Media, Multi-disciplinary</p>	Cynthia Palomares, Esmerelda Zapata, Catherine LaRocque, Cathleen Meza. Allyson Moloney, Rafael Rinconeno	Sep 13, 2016	Jun 6, 2017	Not started
<p>✦ Survey teachers on technology usage and effectiveness of professional learning at the close of each semester to inform success of the workshops, as well as, reflect and share on the increase of engagement within each classroom.</p> <p>Tags: Technology, Professional development, 21st century skills, ELL, Differentiation, Engagement, Teacher-led, Art, Parent communication, Technology, Teacher reflection, Survey</p>	Cynthia Palomares Cathleen Meza	Feb 3, 2017	Jun 9, 2017	Not started
<p>✦ SEL lead teacher will share portfolio template and conference sample with teachers to create uniformity among classrooms and set expectations.</p> <p>Tags: Student ownership, High school readiness, Smart goals, Student led conferences, College, Student portfolio, Student led conferences</p>	Kelly Wingate	Sep 9, 2016	Sep 16, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will guide students in setting SMART quarterly goals to encourage successful academic behaviors and achievement.</p> <p>Tags: Student ownership, High school readiness, Smart goals, Student led conferences, College, Goal setting, Student portfolio, Student attendance</p>	all students pre-K to 8th grade	Sep 23, 2016	Apr 6, 2017	Not started
<p>✚ Students will reflect on goals and achievement quarterly. Teachers will guide students in how to present their portfolio goals and products. Students will practice presentation of portfolio to gain confidence and ownership of their work.</p> <p>Tags: Student ownership, High school readiness, Smart goals, Student led conferences, College, Student reflection, Presentation, Student attendance</p>	all students pre-K to 8th grade	Nov 14, 2016	Apr 10, 2017	Not started
<p>✚ Students will present portfolios quarterly to parents at conferences to celebrate successes, recognize challenges and share measurable strategies for improvement.</p> <p>Tags: Student ownership, High school readiness, Smart goals, Student led conferences, College, Student-led conference</p>	all students pre-K to 8th grade	Nov 16, 2016	Apr 19, 2017	Not started

## 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.

Parents are vital stakeholders in the school and will be involved in the decision making for the students. At the first official PAC meeting, Armour's Parent Advisory Council (PAC) will identify our current NCLB, Title I School Parent Involvement Plan and Policy. It will then be evaluated for its effectiveness and reports will be given to the LSC. We will review the requirements of the program and we will also update and amend (if necessary) the Armour Parental Involvement Plan and Policy. The corrections and amendments should be completed by the October's PAC meeting.

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

Our parents receive surveys that indicate when and on what days they would like to have meetings. Armour's annual parent meeting will be on 9/22 at 8am and the organizational meeting will be on the same day 9/22 at 8:45am. In the past we used to have it on Open House but there were few parents who would stay so now our meetings are held on the second Tuesday of the month at 8:00a.m. We will inform parents of Armour's participation in the NCLB programs and requirements of Title 1. We will review the school's agenda in which we will have listed times and dates of additional parental involvement meetings including PAC, BAC, and LSC.

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.

In addition to having the annual parent meeting, we also encourage parents to call or meet with teachers on a regular basis to discuss the curriculum, the academic assessment tools used to measure the students' progress and the proficiency levels students are expected to meet on the DIBELS, ACCESS, and NWEA. Each month the PAC and/or BAC will meet as a group and have organized, structured, and informative meetings. A portion of some of these monthly meetings is devoted specifically discussing the reading and math curriculum and the common core state standards.

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.

Every September, Armour provides parents or legal guardians an agenda in which specific dates and times and locations are listed for the PAC and the BAC meetings. These dates are also listed in the agendas that every student has. Weekly and monthly calendars are sent home in Thursday folder that provide any meetings, after school events, and field trips that are taking place at the school. Notifications are distributed to parents in English, Spanish, and Mandarin. Parents will also receive weekly email updates.

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.

The two state assessments that are given each year are the PARCC tests and the ACCESS tests. The students in grades 3-8 will also take the NWEA tests twice a year in the winter and spring. NWEA scores will be used as part of the promotion policy in grade 3, 6, & 8. Students will set goals and have growth targets identified for them in areas of reading and math. Parents will receive the growth results twice each year and will be required to sign the students growth goal sheet.

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.

Every year we send parents notification that they are able to see teacher qualifications. Every teacher at the school is highly qualified. The Chicago Public Schools does not allow teachers to fill a position if they have not met all the requirements of that position.

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.

In addition to sending written notification in both English and Spanish to parents about the state's and local academic assessments and information on how to monitor children's progress, we provide several opportunities for parents to confer with the teachers and to form a cohesive team with teachers and administration. Parents are encouraged to come to the school and pick up report cards for the first and third marking periods. Parents who need more time for detailed discussion can make appointments with the teachers in that subject area. The students progress reports are sent home every 5 weeks. The principal also reviews grades with teachers and ensure that teachers are meeting with parents regularly of students who are not achieving on level.

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.

We have PAC meeting on a regular basis. We use our PAC money to hire consultants to provide training, classes, or workshops that meet the needs of the parents as indicated on their surveys or during the informational meeting. We also use PAC money to purchase supplies that the parents will need to use throughout the year. We purchase color copy paper to ensure that when notices go home parents know specifically it is a PAC notice.

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.

We will continue to provide our staff with school wide training and discussion about how to work with families from diverse backgrounds. Our staff development program will also focus on greater involvement of families in home learning activities. Our family reading and math nights are examples of how we stress greater involvement of families in home learning activities. Our staff development sessions also emphasize sharing We will continue to provide our staff with school wide training and discussion about how to work with families from diverse backgrounds. Our staff development program will also focus on greater involvement of families in home learning activities. Our family reading and math nights are examples of how we stress greater involvement of families in home learning activities. Our staff development sessions also emphasize sharing knowledge, skills, and resource with colleagues. As a result, our school wide climate has improved because children and teachers are partners. , skills, and resource with colleagues. As a result, our school wide climate has improved because children and teachers are partners.

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.

Our PAC meetings are open to ALL parents. This includes parents or pre-school students. Our meetings include issues that are relevant from pre-school to the upper grades. These meetings focus on parent education programs that train parents to work with their children on their educational needs as well as finding support and seeking out resources for parents on important topics. Our belief is that parent participation increases parental self confidence, which in turn improves students achievement.

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.

We make a conscientious effort to have newsletters, agendas, notes, etc. available in both English and Spanish to accommodate most of our bilingual population. All notes and any notices are sent home once a week in the Thursday folders so parents are aware that they must check the folder on Thursday. This has eliminated a lot of confusion when students do not provide their parents with notices.

#### 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)

n/a

#### 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 our mission to serve our students by expending resources to deliver rigorous instructional programs, which will foster increased student achievement, including college and career readiness with an emphasis on student academic growth. Through supportive, cooperative, efforts and involvement from parents, community, and external partnerships, we will continue to motivate our students to take an active and responsible role in their learning, become more critically aware, and become empowered to contribute to a global society.

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 will be held on CPS report card pick-up dates (at the end of the first and third quarters), during IEP annual meetings, and at any time a parent or teacher request.

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 student reports at the end of each quarter during the 10, 20, 30, and 38 year of school. In addition to these reports student will receive mid quarter progress reports for students during the 5, 15, 25, and 35 week of school. Parents of students in grades K-3 will receive DIBELS reports at the end of each reporting cycle, at least three times a years. Parents of students in grades 3-8 will receive NWEA test results for each testing session, at least three times a year.

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

Parents are always welcome and invited to come in the school and meet with staff members. Teachers are available at 7:45 for parents conferences or during the school day by scheduled appointments. Teachers are available at the school and if a translator is needed one will be provided.

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 always welcomed and encouraged to observe in their child's classroom. Parents can come to school and request at anytime that they would like to observe. Parents are also encouraged to volunteer by chaperoning field trips and other classroom activities. There is an annual winter party that allows parents to come in and celebrate the holidays with community partners. There is also an end of the year awards ceremony in which the parents attend.

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

Parents are provided with access to the CPS parent portal and are encouraged to review their child's grades on a regular basis. Through the parent portal they can be notified via text or email when their child's grades rise and fall below a certain number. Students are provided with a student agenda that parents are asked to sign regularly to monitor homework and grades. These agendas also are used for parent teacher communication.

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

Parents are involved in PAC meeting, BAC meetings, and LSC meetings. PAC and BAC report to the LSC. The PAC votes on and decides how the money is to be spent for parent meetings and reports to the LSC.

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).

Student attendance will be monitored by classroom teachers and the attendance clerk. Each week students with perfect attendance will receive an out of uniform on Friday. Students will set goals for their growth on NWEA and their academics.

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 increast student academic achievement through parental involvement; specify your goals.

Parents will attend monthly training that are provided by Frida Kahlo Center to help parents support the learning of their children. Parents will acquire skills they need during the workshops that they will use with their children. There will be at least five training per school year. These have been well attended in the past and parents enjoy coming together and learning about ways to help their children

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.	\$ 149 .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.	\$ Amount .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)	\$ 1800 .00

54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	<table border="1"> <tr> <td data-bbox="1143 142 1175 184">\$</td> <td data-bbox="1175 142 1382 184">Amount</td> <td data-bbox="1382 142 1442 184">.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1"> <tr> <td data-bbox="1143 247 1175 289">\$</td> <td data-bbox="1175 247 1382 289">Amount</td> <td data-bbox="1382 247 1442 289">.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.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.	<table border="1"> <tr> <td data-bbox="1143 373 1175 415">\$</td> <td data-bbox="1175 373 1382 415">Amount</td> <td data-bbox="1382 373 1442 415">.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53510	<b>Postage</b> Must be used for parent involvement programs only.	<table border="1"> <tr> <td data-bbox="1143 527 1175 569">\$</td> <td data-bbox="1175 527 1382 569">Amount</td> <td data-bbox="1382 527 1442 569">.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53306	<b>Software</b> Must be educational and for parent use only.	<table border="1"> <tr> <td data-bbox="1143 632 1175 674">\$</td> <td data-bbox="1175 632 1382 674">Amount</td> <td data-bbox="1382 632 1442 674">.00</td> </tr> </table>	\$	Amount	.00
\$	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.	<table border="1"> <tr> <td data-bbox="1143 737 1175 779">\$</td> <td data-bbox="1175 737 1382 779">Amount</td> <td data-bbox="1382 737 1442 779">.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			