



## 2016-2018 plan summary

### Team

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Team meetings

Date	Participants	Topic
01/20/2016	Horgan, Besenjak, Bartolai, Huegel, Goldberg, Bedtke	SEF Category: Curriculum
01/22/2016	Gant, Vlahandreas, Torres	SEF Category: Transitions
01/26/2016	Huegel, Hartman, Gray, Ramos, Horgan, Bartolai, Kang, Yehl, Goldberg, Kriston, Otero, Bedtke	SEF Dimension: Expectations for depth & breadth of Student Learning
02/01/2016	Yehl, Huegel, Gray, Gant, Ramos, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/02/2016	Yehl, Huegel, Gray, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/03/2016	Yehl, Huegel, Besenjak, Ramos, Horgan, Bartolai, Kriston, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/09/2016	Yehl, Huegel, Gray, Ramos, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/10/2016	Yehl, Huegel, Besenjak, Ramos, Horgan, Bartolai, Kriston, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/16/2016	Yehl, Gray, Ramos, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/17/2016	Yehl, Besenjak, Huegel, Ramos, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
03/01/2016	Besenjak, Gray, Huegel, Gant, Ramos, Dunson, Thaker, Torres, Horgan, Bartolai, Kang, Yehl, Goldberg, Vlahandreas, Kriston, Otero, Bedtke	SEF score norming
03/02/2016	Besenjak, Gray, Huegel, Gant, Ramos, Dunson, Thaker, Torres, Horgan, Bartolai, Kang, Yehl, Goldberg, Vlahandreas, Kriston, Otero, Bedtke	SEF score norming
03/04/2016	Besenjak, Gray, Huegel, Gant, Ramos, Dunson, Thaker, Torres, Horgan, Bartolai, Kang, Yehl, Goldberg, Vlahandreas, Kriston, Otero, Bedtke	SEF score norming
03/08/2016	Besenjak, Gray, Huegel, Gant, Ramos, Dunson, Thaker, Torres, Horgan, Kang, Yehl, Goldberg, Vlahandreas, Kriston, Otero, Hart, Bedtke	SEF score norming
02/23/2016	Yehl, Gray, Ramos, Horgan, Bartolai, Kriston, Kang, Goldberg, Bedtke	SEF in depth Analysis and Scoring
02/24/2016	Yehl, Besenjak, Gant, Ramos, Horgan, Bartolai, Kriston, Goldberg, Bedtke	SEF in depth Analysis and Scoring

03/29/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Bedtke	Strategy Planning
03/30/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Bedtke	Strategy Planning
04/05/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Hart, Bedtke	Strategy Planning
04/06/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Bedtke	Strategy Planning
03/22/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Bedtke	Strategy Planning
03/23/2016	Yehl, Isaacson, Gant, Ramos, Horgan, Bartolai, Vlahandreas, Kriston, Goldberg, Bedtke	Strategy Planning
04/15/2016	Tim Williams, Elvin Torres, Cindra Hart, Sajedabanu Patel, Ubah Mire, Daisy Concepcion, Halamij Adan, Barbara Salatin, Rico Camacho, Sonya Brooks, Maria Perez	Parent Compact and Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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.

Score

1 2 3 4

Strengths were noted as:

1. All staff feels there is a clear vision for the school and that it is communicated to teachers.
2. Principal has created and sustained a coherent instructional program.
3. Expectations are made abundantly clear to teachers regarding performance and are based upon the CPS Framework for Teaching.

Weaknesses were noted as:

1. Administration's willingness to try new programs can sometimes be challenging to some teachers.
2. Teachers need to be made more aware of their potential influence and impact in making schoolwide and classroom decisions.

Evidence includes:

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision: According to the 5 Essentials survey, GBA rated "STRONG" in the category of having a shared vision. We also scored high in teacher-principal trust. Teachers feel that principal does what is best to live up to the schools' vision. 98% of staff report that the principal communicates a clear vision for the school.
- Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teachers' own students): Implementation of PBIS program is schoolwide and ensures teachers interact positively with all students, not just their own.
- Empower others to make or influence significant decisions: 63% of teachers said that they have some influence of discretionary school funding. Teachers create their own after-school programs for ASAS (with approval from admin.) 69% of teachers reported that they had some to a great deal of influence in determining the content of in service programs. 79% of teachers reported having some or great influence in determining books and other instructional materials. 80% of teachers reported having some or great influence in establishing the curriculum and instructional programs. 91% of teachers report having some to great influence over setting standards for student behavior.
- Employ the skills to effectively manage change: As evidenced by the amount of new program implementations, principal is open to change as needed to improve school performance. Per teacher interviews, principal makes clear reasons for change in order to obtain staff buy-in.
- Create and sustain a coherent instructional program (coordinated and consistent) with learning goals: 91% of teachers report that when Armstrong starts a new program, we follow up and make sure that it's working. 97% of teachers agree that that curriculum, instruction and learning materials are well coordinated across the different grade levels at this school.
- Use the CPS Framework for Teaching to ground instructional guidance and coaching: 100% of staff agree that the principal makes clear to the staff the leadership's expectations for meeting instructional goals. According to the 5 essentials survey, we scored strong in the category of instructional leadership.
- Enable staff to focus and prioritize what matters most: 100% of staff reported that the principal makes clear to the staff the leadership's expectations for meeting instructional goals. 96% of staff report that the principal at this school is an effective manager who makes the school run smoothly. Evidence was according to 5 essentials survey.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

1 2 3 4

Strengths were noted as:

1. ILT meets to collaborate on school goals. Meetings are 2 hours which allows for meaningful discussion.
2. ILT facilitates discussions surrounding current and future implementation of resources.
3. Armstrong student NWEA data is shared so that decisions can be based on student need. The ILT and teachers review and revise school and classroom practices based on data from NWEA.

Weaknesses were noted as:

1. ILT meets during school hours which hinders classroom instruction.
2. ILT needs to engage in in-depth discussions prior to implementing and purchasing new resources/programs. More effective collaboration is needed to have equity and transparency in decision making.
3. ILT needs to communicate to all staff the goals they have set. They need to share the minutes of their meetings with all staff members.

Evidence includes:

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement: There is some inquiry/analysis by the ILT of programs implemented at Armstrong to determine what is working and what isn't working. ILT sometimes analyzes grade level and school wide patterns and trends or monitors implementation and effectiveness of school-wide strategies.
- Share leadership for improving teaching and learning with representative school members: There is limited input from staff members prior to ILT meetings. Decisions made at ILT meetings are not always shared with all staff. All staff members should be represented by the ILT.
- Collaborate effectively, value transparency, and inform and engage stakeholders: Not all stakeholders are regularly informed of goals of ILT. Minutes of meeting should be recorded and shared with staff.
- Use timely and relevant data/evidence sources: ILT does look at NWEA data and discusses information at principal directed meetings. Armstrong student NWEA data is shared so that decisions can be based on student need. The ILT and teachers review and revise school and classroom practices based on data from NWEA.
- Schedule and structure frequent meetings: ILT meets monthly for 2 hours and there is an agenda.

### Guide for Instructional Leadership Team

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

- All team members have equity of voice and are actively engaged in asking questions.
- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	<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>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>B5. Supports Teacher Teams</li> </ul>

### Professional Learning:

Score

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.

1 2 3 4

Strengths were noted as:

1. The school uses PD time (principal directed graded level meeting) to achieve school-wide improvement, including closing priority group achievement gaps. The school uses NWEA, TRC, ACCESS and Running Record data to identify performance and practice gaps to inform PD plan.
2. PD was also designed to discuss WIDA standards and its descriptors to meet the needs of cultural and linguistic needs of our ELs.
3. The school provided and recommended PD opportunities for Reading Workshop and Language Matters that are related to ELA and ELs. Teachers were encouraged to share what they have learned through grade level meetings or curriculum meetings.

Weaknesses were noted as:

1. More time was needed to reflect if WIDA standards and best practices were used in our instruction to meet the needs of our EL population.
2. Despite the PD opportunities such as Reading Workshop and EL workshop, little impact was made on our Reading scores, particularly our EL students.
3. Non Reach "Pop-In" protocol needs to be developed.
4. Available PD time is limited due to afterschool programming and teacher availability.

Evidence includes:

- 80% of teachers at Armstrong school feel that professional development is rigorous and focused on student learning
- 69% of teachers also reported that they have influence on determining the content of in-service programs.
- PL includes: Weekly Principal Directed Meeting, Weekly grade level meetings, and twice a month Curriculum Meetings for 1/2 hour.
- Grade level teams have a daily common prep built into their schedule.
- 89% of teachers reported that PD has included opportunities to work productively with colleagues in our school.
- 90% of teachers reported that the PD has been sustained and coherently focused, rather than short-term and unrelated.
- CLI coaching is available to teachers. Modeled lessons in Math and Reading are available as needed and/or upon request.
- 83% of teachers report that they were provided with the supports needed to improve their teaching.
- 89% of teachers report that they were provided with useful feedback needed to improve their teaching.
- No formal protocol exists for new teacher induction at Armstrong.
- Teachers are offered opportunities for differentiated professional development out of school such as Calkins Unit Planning, Erikson Institute, etc.

### 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

Strengths were noted as:

1. There is an abundance of resources that are available for teachers to implement in their classroom.
2. Administration makes staffing decisions that will enhance student learning (i.e. reading and math resource teachers/interventionists, PSPs)
3. There are a number of partnerships between the school and community.

Weaknesses were noted as:

1. Some PSP's are not seen as an asset to all students as an instructional support, and may not know what to do when their assigned student does not need their direct support.
2. Despite there being an overwhelming amount of resources available, there is little evidence of resources being vertically aligned.
3. CPS Instructional Block Guidelines are met throughout grade levels. However, grade level curriculum planning is needed to ensure that all standards are equitably addressed.

Evidence includes:

- Design a school day that is responsive to student needs. All teachers adhere to CPS instructional Time Guidelines in their classroom and a time distribution sheet is posted in every classroom's door i.e evidence: schoolwide walk through. Time allocation needs to be standards focused rather than content focused by subject.
- Armstrong Budget is fully aligned to CIWP priorities. Products and Programs purchased are research-based for best practice instruction.
- Material requests are fulfilled in a timely manner. When requests for materials are made, teachers receive the materials without extended delay.
- Evaluate the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources. A wide variety of research based resources have been purchased to enhance student learning. Some examples include Compass Learning Odyssey, Benchmark Universe, Fountas & Pinnell Leveled Literacy Instruction, Learning A to Z programs (Reading A-Z, Raz-Kids, Vocabulary A-Z, Science A-Z, Writing A-Z), Vocabulary Building Books, National Geographic Science, etc
- Have a "hiring team" and collaborative hiring process with clear selection criteria to identify and select best possible candidates. Administration fully evaluates candidate credentials in order to find the best fit for vacant positions. At times when there are increased vacancies, the school creates a hiring board to interview and collaborate on new staff hires.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths. Grade preference sheets are given to teachers to request staff positions. Endorsement qualifications are used by administration to place staff in appropriate positions.
- Effectively utilize Related Service Providers at the classroom level. Walkthrough/observation data indicates some teachers use PSP's ineffectively. More collaboration is needed between co-teachers and teacher/PSPs needs. Student centered support needs to be improved and differentiated
- Use data including teacher evaluations and exit interviews to inform retention strategy. Teacher turnover is not a challenge for Armstrong. Teachers set annual professional goals which are reviewed during evaluations.
- Make outreach efforts to engage community members as partners and resources. G.B. Armstrong School offers various Curriculum Nights, PTO, LSC, NCLB meetings, as well as utilizes neighborhood businesses to support school enrichment (i.e S&C Electric Company partners with G.B. Armstrong School to print Armstrong Mail.)
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision. G.B. Armstrong School has a partnership with Lawyers in the Classroom, Junior Achievement, Salesforce, and partners with colleges for student teachers and observations.

## 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</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="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

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.

Score

1 2 **3** 4

Strengths were noted as:

1. Grade level teachers collaborate at least twice a week about the appropriate curriculum to employ in the classroom.
2. Teachers utilize NWEA data to drive instruction and make appropriate changes to units and weekly lesson plans when necessary.
3. The school provides a wealth of resources to differentiate curriculum in the classroom.

Weaknesses were noted as:

1. Vertical alignment across grades is inconsistent in some content areas, such as in the area of grammar instruction.
2. Cross curricular units need to be developed to improve our focus on standards based teaching over content area teaching.

Evidence includes:

- Utilize the big ideas that should be taught: Nearly all teachers identified the essential understanding in their unit plans. According to taskstream, only some identified big ideas in their weekly or daily lesson plans.
- Nearly all teachers felt strongly that collaboration happened to review assessment data and develop instructional strategies based on 5 essentials.
- Some students report that they do not build and apply critical reading and writing skills based on 5 essentials.
- There is some evidence of vertical alignment through curriculum choices in reading based on a review of schoolwide literacy unit plans, and spiraling Vocabulary series. However, there is little to no evidence of alignment of grammar expectations.
- Nearly all teachers included common core and WIDA standards to guide instructional planning based on a review of schoolwide literacy unit plans. Although, nearly all teachers have included WIDA standards, only some teachers included language objectives/activity with content specific vocabularies. Only some included necessary academic language for accessing and achieving grade-level content and academic language use in school within and across content areas.
- Although it is evident that nearly all curriculum contains accommodations for ELs and DLs, according to Taskstream, those subgroups performed well below expected proficiency levels based on NWEA scores.
- Student Engagement: Nearly all teachers integrate field-based learning through partnerships with city institutions, such as Shedd Aquarium, The Museum of Science and Industry, and Millennium Park. Most students (69%) are discussing connections between reading and real life people or situations on weekly basis or more. Also, 61% of students indicated that they apply math to situations in life outside of school on a weekly basis or more.
- According to REACH Teacher Observation from 2013-2015, 85% of teachers were rated proficient and above for communicating with students. 86% of teachers were also rated proficient and above for engaging students in learning.

## 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**Instructional Materials:**

Score

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)

1 2 3 4

Strengths were noted as:

1. George Armstrong has an abundance of instructional materials available for teachers and staff ( i.e bookroom, Compass Learning, Reflex Math, Envision Math, Fountas & Pinnell Leveled Literacy Intervention, Reading A-Z, Writing A-Z, Science A-Z, Raz-Kids, Vocabulary A-Z, Lucy Calkins Reading and Writing Workshops, Safari Montage, Anchor Comprehension Workshop, Novels, etc...).
2. Armstrong students and staff benefit from the aid of intervention support specialists in the content areas of reading and math, as well as two literacy coaches, one math coach, CLI, network teacher leadership institutes, math blog, two math PLC's, After School All Stars, LLI support, and support in additional reading and math programs.

Weaknesses:

1. Teachers would benefit from additional time and support to effectively plan the implementation of newly acquired resources.
2. Resources are limited in languages for the school, Spanish and Urdu are accessible but we lack accessibility to other native languages.

Evidence includes:

- Varied and flexible. Armstrong has a variety of resources and manipulatives: e.g: Leveled books, Compass Learning, RAZ Kids, Math and Reading interventionists, LLI, NGSS Science, video components in EnVisions, Learnstorm, Khan Academy, and Safari Montage. Computer programs are tailored to fit individual student needs and adapt to student growth.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs. Kindergarten through eighth grade students use Compass Learning to support students' specific reading and math needs. Additional technology/resources are Reflex Math and A to Z resources. Teachers use the aforementioned resources to supplement classroom instruction and unique student needs. Teachers can move students based on outcomes of those resources as well as Progress Monitoring and classroom assessments.
- Equitably available and accessible to all teachers and students. See varied and flexible information. For other languages, RAZ Kids available in Spanish and French online, EnVisions available in Spanish. Reference and resource materials are available in the bookroom, library, math specialist's office.
- Include multimedia and embedded, just-in-time supports for conveying conceptual knowledge. Students have access to a variety of learning tools both in the classroom and at home. Students can utilize tailored learning paths via Compass Learning and RAZ Kids. Additionally, students in need of additional, targeted support are included as members of ASAS and push-in/pull-out support. Taskstream shows evidence of grade-appropriate texts for read alouds, as well as instructional level texts being used for small group/guided reading lessons.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways - for learning and expression of knowledge. A majority of staff members incorporate Smart Board technology into mini-lessons as a way to meet the needs of all style of learners. In addition to classrooms being equipped with Smart Boards, classrooms have Chromebook access, leveled reading libraries, and iPads. Students take ownership over their own learning by knowing their reading levels and RIT scores. Some classrooms use leveled Math Centers. Students use these resources with varying levels of competency. Technology allows students to use higher order thinking and problem solving. When applicable, subject area materials are connected to real life applications (such as during science, non-fiction Reading/Social Studies, and math problems).
- 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 have choice of content in various subject areas when it is appropriate (Reading: book boxes, library choice; Writing: topics or focus areas; Math: methods of representation, skills practice levels; Science: writing hypotheses, experimental focus/design; Social Studies: point of view, inferences and predictions; Research: focus area; Specials: choice of materials, practice levels, focus, etc.). Materials are used address academic needs. Multimedia resources promote engagement. Social emotional needs are addressed through GRRR and incentive programs.

## 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>

### 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

Strengths were noted as:

1. The majority of teachers plan and assign cognitively challenging tasks, including tasks that show the key shifts in literacy and mathematics.
2. The majority of Armstrong teachers begin with the belief that ALL students can learn.

Weaknesses were noted as:

1. We need to improve the opportunities for students to create authentic work for a variety of audiences (beyond the teacher).
2. We need to provide more opportunities for students to demonstrate comprehension through speaking and listening.

Evidence includes:

- Begin with the belief that all students can learn. Evidence: All students are made aware and take ownership over their own learning by knowing their Reading Level and their goals. Students log their Reading and keep track of the books they read as well as their Compass Learning work. In the My School My Voice My Survey of 2015, under the area of Academic Press (teachers expect students to do their best and to meet academic demands) was rated as Very Strong.
- Plan and Assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. Evidence: Based upon walk through of the school wide Bulletin Boards, standards based learning objectives are being utilized throughout the school. According to 2015 My School My Voice Survey Armstrong Math instruction and discussion is measured as Strong.
- Task reflects the key shifts in literacy: Evidence of close reading is found throughout the grade levels. Text evidence from sources is being taught so students can prove and support their thinking across the curriculum,
- Task reflects the key shifts in mathematics: In TaskStream there is some evidence of MARS tasks. In grade level planning meetings there is discussion and implementation of rigorous assessment and tasks
- Create opportunities for students to create authentic work for real audiences....: Evidence: there is some evidence of authentic student work across the grade levels.
- Examine student work to identify and showcase the qualities of strategic thinking....: Evidence: Grade level meetings are used to create and analyze common assessments and reflect on student work and mastery of a standard or objective. Curriculum meetings are used to analyze work samples of priority group students.
- According to the REACH Teacher Observation data from 2013-2015, over 83% of teachers were rated proficient and above for engaging students in learning.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

1 2 3 4

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)

Strengths were noted as:

1. Collaborate with outside agencies to provide supports for our students in varying grade levels: Gear Up, Loyola Tutoring and High Jump. Within the school we have implemented PLP's for grades 3,4,6 and 7; and have also begun hosting parent attendance and on-track meetings to discuss how school attendance rates affect present/future academic success and graduation rates.
2. Students have access to multiple learning tools including Starfall, Khan Academy, Compass Learning, Reflex Math and Raz Kids that enhance classroom instruction.
3. The Counseling staff provides students with opportunities to visit high school open houses in the form of a field trip, set up shadow dates, host high school informational meetings, assist students with the application process, sign up students for Freshman Connection, collaborate with high schools to enroll students and review their Freshman classes and link families with opportunities through scholarships (i.e. Daniel Murphy).

Weaknesses were noted as:

1. Our team needs to broaden our high school and college awareness, and incorporate all grade levels to build college and career readiness skills.
2. We need to begin to provide group supports for newly enrolled students to help them transition to the Armstrong school culture and climate. In this group, students will review supports available such as study skills and habits and friendship building strategies.

Evidence includes:

- TRANSITIONS-Have structures and processes in place to ensure successful transitions (e.g. grade to grade, school to school to post-secondary). We do offer consistent supports for students transitioning in grades PreK, 3, 4, 6, 7, 8. However, we are currently building in additional supports for students in K, 1, 2, 5. The supports in place address Social Emotional, Behavioral and Academic needs that introduce and build upon high school, college and career knowledge and readiness skills. Transfer students (grades 6-8) arriving at Armstrong are monitored and discussed within grade levels for strengths/needs and placed in groups/rotations where students can flourish academically. ELs transitioned out of the Bilingual/ESL program are monitored on their progress during their time at Armstrong.
- AWARENESS-Expose students early to academic/professional worlds beyond K-12. We do offer consistent community outreach to all stakeholders, and host varying events linked to student/family needs and interests. However, we need to build on educational and career program knowledge, so that students are aware of where they would like to transition for academic and career long term planning and goal setting. These conversations are beginning now with our partnership with Gear-Up. Academic requirements for these career paths are part of the 7th & 8th grade Gear-Up topics being disseminated throughout these grade levels.
- READINESS- Ensure equitable access to college preparatory curriculum. With the support from Gear Up, 7th and 8th grade teachers and administration; the counselor and case manager provide access to early college and career coursework. We also teach students/families how to analyze their transcripts and test scores, and create opportunities for students to explore college and career knowledge. The 7th and 8th grade team also provides Algebra coursework to eligible students.
- SUCCESS- Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS). Our students visited three different college campuses, and took coursework at these universities. Moreover, our attendance rates are higher than the district and network average (96% per the Network's Attendance Data).
- According to 2013-2015 REACH Teacher Observation, 51.46% of teachers were rated as distinguished for establishing culture for learning. 96% were rated proficient and above.

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Strengths were noted as:

1. There is increasing evidence that teachers are engaging all levels of students in multi-tiered questioning and scaffolded tasks.
2. Teachers are increasing the use of differentiated instruction to plan for small group instruction and redirection with their students.
3. Teachers use grade level appropriate vocabulary to meet instructional goals.

Weaknesses were noted as:

1. An overabundance of new educational programs compete for teacher time.
2. Teachers may not be consistently employing differentiated instruction in an effective manner.
3. Some students are not effectively interacting with course material and one another to build and apply critical reading and writing skills based on My Voice, My School Survey (Scored as 64%).

Evidence includes:

- Plan a range of effective pedagogical approaches suitable to student learning of the content / skills taught and anticipate students' misconceptions: Evidence: Some Teachers use running records/TRC to continually monitor student learning and growth. Raz kids, Reading A to Z, Book Resource Room, Compass Learning, are leveled in order to adjust to their growth. 92% of students report that the class makes them work hard.
- Use questioning and discussion as techniques to deepen student understanding and challenge: Observations show that most teachers/grade levels are not consistently using a variety of question levels that promote meaningful discourse. Small groups are not effectively used to enable authentic discussions about content based on My Voice, My School Survey (Ambitious Instruction Report). According to My Voice, My School Survey, students reported that 67% of the teachers asked difficult questions during classroom instruction. Students are encouraged to share in the learning/teaching process as evidenced by group presentations in most grades. Bulletin boards show evidence that students are consistently asked to cite evidence and support/make claims.
- Engage students in learning. Students in primary grades are engaged in multi-tiered tasks such as differentiated word work assignments, leveled independent book boxes/selections, targeted guided reading support, and skill based math centers. Students in need of specified support are invited to participate in After School All Stars clubs for either intervention or enrichment. English Learners are invited to express their ideas and opinions through whole group conversations, partner discussions, teacher conferences, etc. According to the My Voice, My School Survey students at George Armstrong perform strongly in quality student discussions (68%). Students participate in classroom discussions that build their critical thinking. English Learners are supported through visual cues and push-in support when servicing is necessary. Primary grades utilize progress monitoring to continually reassess students' individual needs and progress. Students are regrouped as they make gains or demonstrate specific needs or weaknesses. Structures and routines provide opportunities for student independence and ownership of their learning.
- Monitor the effect of teaching on student learning and integrate formative assessment into instruction: Evidence: Teachers progress monitor and check for understanding for individual students during instruction. Teachers make instructional changes based on analysis of data that is obtained from formative assessments from lessons. Teachers use assessments that address the students' levels of learning, allowing them multiple pathways for them to demonstrate understanding of the objectives.
- Persist in adjusting instruction so individual student misunderstanding or advanced needs are successfully accommodated: Students in middle and upper grades are ability grouped according to needs so that they can receive instruction at their level. Groups are fluid (meaning as needs change, students can change groups). Targeted students needing additional help are sought after and strongly encouraged to join after-school enrichment programs. My Voice, My School Survey data students report that 84% of students report that teachers are willing to give extra help on schoolwork if students need it, and that 85% of students report that teachers will help them to catch up in instruction if they are behind. Team meeting notes indicate that progress monitoring is an integral part of the discussions.
- According to REACH Teacher Observation from 2013-2015, 85% of teachers were rated proficient and above for communicating with students. 89% of teachers were rated proficient and above for demonstrating flexibility and responsiveness. 86% were rated proficient and above for engaging students in learning. Furthermore, over 81% of teachers were rated proficient and above for using assessments in instruction.
- Effectively Communicate with Students some teachers begin lessons with "Today I am going to teach you \_\_\_\_\_ because \_\_\_\_\_" Some teachers post learning objectives for students. Some teachers explain the learning objectives to the students using student friendly language. Some teachers create authentic tasks where students are able to select texts of interest, writing topics, etc. Some classrooms incorporate an "I do" "we do" "you do" approach to instruction, as well as turn-and-talks as a means to reinforce instruction and concepts. Grade levels use curriculum meetings and grade level planning time to identify content vocabulary and plan methods to incorporate it into instruction. According to My Voice, My School Survey, teachers ask difficult questions on tests (69%), and the class really makes me think (88%).
- Assessment sharing and discussion among vertical grade levels and grade level subjects during grade level and curriculum meetings needs to increase throughout the year.

## Guide for Instruction

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



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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 **3** 4

Strengths were noted as:

1. George Armstrong has the following student interventions: the NewComers Program, reading intervention before, during, and after school, All Stars Program, and math intervention. Students also have Tier Two interventions built within the school day through programs such as Compass Learning, Reflex Math and RAZ Kids. These leveled programs are also available at home for additional practice and support.
2. Most staff is ESL endorsed, and is mandated to attend two professional development opportunities throughout the year to keep up with best practice strategies.
3. There is a wealth of resources in the reading room to implement guided reading at student instructional levels.
4. Most teachers progress monitor students using Dibels, Fountas and Pinnell BAS Assessments, and weekly intervention records, and MPG for primary grades. Fifth through eighth grade there are common core aligned assessments, using wheel of mastery. Students also receive check in check out supports for social emotional learning needs, and in class tutoring supports from Loyola students and Gear Up mentors. Furthermore, students with PLP plans receive small group tutoring during their recess time once a week from the counseling staff. Students also receive weekly counseling supports from the social worker and school psychologist through the Think First group.
5. Envisions Math has interventions built within the program for students, and teachers provide re-teaching of material that has not yet been mastered.

Weaknesses were noted as:

1. School wide, we need to continue to implement backwards mapping, in order to improve instructional practices. More specifically, we need to differentiate instruction to meet the needs of all learners.
2. School wide, we need to increase the implementation of tier one and two academic supports. We also need to increase the levels of documentation collected and provided within student MTSS folders, showing evidence of interventions used that were and were not successful.

Evidence includes:

- Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. Interventions are implemented for students in need of tiered supports. However, we need to improve in the area of differentiated instruction, and ensure that progress monitoring tools are implemented and reviewed bi-weekly to identify the success rates of the implemented intervention.
- Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs. Student profiles are built upon over the course of implemented tiered intervention supports, however we need to consistently use the MTSS forms available on google drive in order to document student strengths and needs.
- Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below a C or chronic absenteeism. We use dashboard to identify students who are off track, as well as NWEA data. Dashboard provides us with student attendance and grade averages, where NWEA provides us with data to compare spring to spring to monitor student growth over time. The MTSS team also uses the BAS assessment to level students, and running records to identify their reading level gains over time. This data helps our grade level teams evaluate the levels of supports needed, as well as the specific tiered levels of supports needed for each student to make gains. If students do not make gains over a two year period, the team holds a domain meeting to review the implemented levels of supports as well as the students' response to the supports, and determine if further evaluations are needed.
- Collaborate and work as a team of teachers and Related Services Providers to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students. Appropriate supports are being implemented for most students. We implement various tiered level supports within the classroom setting, as well as offer reading and math small group pull out supports. Also, most MTSS folders are created and tracked over time, and appropriate documentation is provided to show effectiveness of interventions and student response to interventions. Related services providers have implemented an anger coping group, and our counselor implements step 2 as well as check in and check out supports. Furthermore, the counselor and case manager provide SEL after school supports twice a week for students in need.
- Implement personal learning plans goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy. PLP plans are reviewed every five weeks, and student progress over time is reviewed as well. Appropriate interventions are implemented if students are not making adequate progress. Furthermore, the counseling staff meets with students weekly to review their progress over time, and adjust interventions as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments. Parents receive a letter when their child is referred for MTSS supports. If their child is not making adequate progress in two years' time, then the child is referred for a domain meeting.
- According to REACH Teacher Observation (2013-2015), over 81% of teachers were rated proficient and above for using assessment in instruction. Also, 89% of teachers were rated proficient and above for demonstrating flexibility and responsiveness. Furthermore, over 89% of teachers were rated proficient and above for managing student behavior.

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B3. MTSS Implemented Effectively in School</li> </ul>

### 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

Strengths were noted as:

1. Two team meetings (grade level and Principal directed) are conducted weekly that are primarily focused on assessments and differentiation.
2. Armstrong utilizes reading and math resource teachers to provide tier 2/3 services for students identified under MTSS.
3. Math curriculum has multiple ongoing embedded assessments to aid in grading and monitoring students' progress.

Weaknesses were noted as:

1. Rubrics/ assessments are not consistent across grade level bands/subjects and not all are common core aligned.
2. Grade level weightings and categories in Gradebook are inconsistent in grades K through fourth.
3. Few teachers show evidence in lesson plans that appropriate modifications and accommodations for assessments are being provided.

Evidence includes:

- Use multiple measures supplementing district- centralized assessments with other formative assessments to provide a more comprehensive picture of student learning. Teachers collaborate in planning assessments which are shared through TaskStream. Grade levels create common rubrics for some content areas. There is a lack of evidence that all assessments and rubrics are CCSS aligned and used across grade levels. According to REACH Teacher Observation (2013-2015), over 81% of teachers were rated proficient and above for using assessment in instruction.
- 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. The use of LLI , Easy CBM, Envision, running records, Reflex Math, & Compass Learning allow teachers to monitor student progress and identify needs. Students who are not progressing in Tier 1 are provided Tier 2 interventions.
- Make assessments accessible to students, including diverse learners and English Learners through employing features of Universal Design and use of accommodations and, where needed, modifications. Accommodations are provided for all students who need them: time, setting, reading aloud for Standardized Tests. Evidence is not shown in lesson plans that accommodations and modifications are routinely implemented for DL and EL students in classroom assessments.
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. Math programs (Envisions and Holt) have common core aligned assessments. In Literacy further development of common core aligned assessments is needed.
- Utilize assessment that measures the development of academic language for English Learners. The Newcomers program regularly assesses students' growth in developing academic language. Specific measures for EL academic language development are not evident in all lesson plans.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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

**Score**

1 2 **3** 4

Strengths were noted as:

1. According to observation data, 95% of teachers have established a positive culture for learning.
2. There are numerous academic and social programs for students to participate in during and after the school day. Many programs offer students the opportunity to interact amongst classrooms, grade levels, and with various staff members.
3. Math Growth, as assessed by MAP (grades 3-8), indicates that Armstrong students performed above 72 percent of schools nationally.

Weaknesses were noted as :

1. As stated in the 2015 School Quality Report, reading growth on MAP (grades 3-8) indicates that the English Learner Priority Group scored better than 3 percent of schools nationally
2. Reading growth on NWEA MAP (grades 3-8) indicates that the Diverse Learner Priority Group scored better than 1 percent of schools nationally according to the 2015 School Quality Report
3. According to the My School, My Voice Survey, students could improve their levels of peer support in order to boost academic achievement.

Analysis/Evidence Statement

- Create a culture that reflects a shared belief in the importance of learning and hard work. According to the five Essentials Survey, nearly all students (over 90%) feel that teachers expect them to work hard, do their best, critically think, and are challenged in the classroom.
- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student. Samples of student work are displayed with rubrics demonstrating high learning expectations (on hallway displays and in classrooms). Grade levels meet to discuss and create rigorous assessments aligned to learning standards.
- 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 are encouraged to think-pair-share in the primary grades as a means of communicating ideas amongst peers, offering suggestions for improvement, and supporting EL students in language development. Additionally, all students have the opportunities to receive recognition for Star Student on a weekly .
- Provide Students frequent informative feedback: Teachers use informative assessments to take snapshots of students' progression towards mastery of a skill. Learning objectives are sometimes clearly stated on classroom boards, verbally expressed at the start of lessons, and written into lesson plans (as seen on Taskstream) and daily planning templates. Some classrooms have behavior charts, reading level graphs, sight word mastery lists, etc. displayed whereby students are encouraged to do their best and are rewarded for their hard work. All students in grades Kindergarten through eighth are provided with their reading levels and create an end of year reading goal. Students in the upper grades use Wheel of Mastery in Math to develop their own goals for Math.
- Develop academic mindsets and behaviors: During the year there are literacy, math, and science nights that feature engaging academic activities as well as encourage a home-school connection. Additionally, student work is displayed at the History and Art Fair. Students are also invited to participate in Math Wars, Math Carnivals, Math Buddies, Reading Buddies (across grade levels), and Intermediate Math Day. Upper grade students help to plan and run various math activities for primary grade students throughout the school year. Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs. Teachers have access to assessment data from the various district and state tests, while grade level team meetings provide time for teachers to share classroom level assessments. Principal directed grade level meetings regularly devote time to analyze this data and plan instructional responses.
- Improve and promote assessment literacy. The school provides opportunities for professional development with programs such as Teacher Created Materials, NGSS, CLI , Math Network TLI's, Language Matters and PLCs.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers. Parents and students have access to Parent Portal /Gradebook in order to track students' progress. Teachers update grades on a regular basis in Gradebook. Standards based progress reports are given to parents and report student progress in content area standards. Teachers contact parents on a regular basis to discuss progress and areas of need and record on Student Logger and many use Class Dojo.

## 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
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

Strengths were noted as:

1. According to survey data and observation, adult-student interactions are mostly positive and help to develop trusting relationships.
2. Diversity is embraced and even celebrated through assemblies and International Day.
3. As evidenced through survey data, teachers support and respect one another and feel respected and valued by principal.

Weaknesses were noted as:

1. Parent involvement is often lacking despite the fact that opportunities exist for their input.
2. Opportunities for older students to mentor younger students are somewhat limited.

Evidence includes:

- Develop trusting relationships with students so that each student has at least one trusted adult in the school: according to the 5 Essentials report, only 61% of students felt that their teachers kept their promises. However 85% felt comfortable with their teachers. 75% felt that their ideas were listened to and 81% of students felt that they were being treated with respect.
- Adult-student interactions are positive, caring, and respectful: PBIS (Positive Behavioral Intervention Strategies) has been implemented schoolwide to encourage and reward positive behavior. Suspensions of students have declined dramatically. Teachers have been trained in discussion techniques to defuse situations as needed.
- Student interactions are mutually supportive and respectful, with strong norms for positive behavior: students have many opportunities to build positive relationships. ASAS program provides opportunities to learn team mentality and cooperation. During the school day, older students interact and mentor younger students through "Reading Buddies."
- Understand diversity and its impact on student learning. Recognize and integrate the learning opportunities that come from a diverse community: Observations indicate that individuals in this school (teachers, admin, and students) have mutual respect for individual differences (e.g. gender, race, culture). Armstrong is a diverse school in a diverse neighborhood and data indicates that parents and students feel respected. However, parent involvement needs improvement as evidenced by low turnout for various parent meetings.
- Support and respect one another, personally and professionally (Teacher-teacher Trust, Teacher-Principal Trust): according to 5 Essentials report, 93% of teachers trusted other teachers. 94% of teachers felt safe to discuss problems with other teachers. 93% felt that teachers respect other teachers who take the lead in school improvement efforts. 94% also say that they respect colleagues who are experts at their craft. Numbers are similar regarding Teacher-Principal trust with 94% of teachers saying that they feel respected by the principal.

### 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

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

Score

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.

1 2 **3** 4

Strengths were noted as:

1. There is a plethora of after school clubs and activities that appeal to a variety of interests available for students to participate in.
2. Most students engage in discussions about current/civil issues as is appropriate to the grade level.

Weaknesses were noted as:

1. Beyond student council and 7th grade curriculum, there is little to no interaction with the local or federal government.
2. Since this is an elementary school, students do not have a choice in the curriculum/courses that they enroll in.
3. There is little evidence of collaboration across grade level bands.

Evidence includes:

- Have equitable access to a wide range of extra... All students at GB Armstrong have access to various extracurricular and enrichment programs such as student council, band, Latin dance, art club, jewelry making, sports teams. evidence: city span database
- Have equitable access to rigorous courses/programming... Some students performing at or above grade level are provided opportunities to engage in a more rigorous curriculum through advanced classroom selections.
- Have a choice... Most students in upper grades are provided an opportunity to choose topics of interest to guide instruction according to Taskstream
- Have a voice and take informed action... According to the Five Essentials, 75% of students feel that their ideas are acknowledged by teachers. However, there is limited evidence that students participate in democratic decision making processes of the school.
- Connect to decisions makers... To the extent that it applies to middle school students, some students are engaged in learning about political processes and the state/federal constitutions. Some students participate in Student government and engage in the electoral process to win elections. evidence: curriculum/student council minutes
- Make positive contributions to the school and community... Some staff/students are involved in schoolwide civic engagement. Some staff collaborate beyond grade level bands. Evidence: Professional development schedules/principal directed meetings.
- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics... Most students are involved in discussions regarding current/controversial topics through text selections, videos and mock trials. Evidence: Taskstream
- Learn how people in a democratic society effect change... Most students interact with texts/literature that highlight social activism particularly throughout history (civil rights.)



## 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

Strengths were noted as:

1. All adults in the building feel that they are in a safe environment within the school building.
2. Safety procedures are in place and teachers are well versed in safety procedures.
3. There is at least a correlative relationship between our implementation of PBIS strategies and lower detention/suspension rates.

Weaknesses were noted as:

1. According to the survey, there are some children who do not feel safe in and around the school.

Evidence includes:

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school: According to survey results 79% of students felt mostly safe or very safe in the hallways and bathrooms of the school while 18% felt somewhat safe (2% not safe). 88% of students felt mostly to very safe in the classrooms; 10% indicated feeling somewhat safe (2% not safe). A survey of random adults (teachers and parents) indicated (100%) feeling very safe in the building.
- Provide clear procedures for reporting and responding to safety concerns: Teachers are trained annually on PD days on safety procedures. Procedures are posted in all classrooms including safest evacuation routes and intercom codes.
- Manage efficient and orderly transitions between activities: walk-throughs and observations show that the vast majority of classrooms have behavior expectations clearly posted to maximize instructional time. In most grades, student leaders are chosen to manage lining up, bathroom visits, etc. Due to staff members posted at entry/exit ways, arrival and dismissal times run relatively smoothly. In most areas of the school, hallways are relatively quiet during passing times.
- Provide a framework for positive behavior throughout the school based on shared values and expectations: GBArmstrong has implemented our GRRREAT Expectations (PBIS) program which rewards good behavior (often on the spot through a ticket system). Prizes are given monthly. Teachers have also been trained in restorative justice techniques. A student-based system of justice was discussed but ultimately not implemented.
- Teach model and reinforce (by all staff members) clear behavior expectations for all areas of the school: According to survey results 91% of teachers felt that most/nearly all teachers maintain discipline in the entire school.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures: As noted above, procedures are in place to correct misbehavior in ways that reinforce established expectations and minimize classroom disruption. (See Restorative Approaches to Discipline tab).

## 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

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.

Strengths were noted as:

1. We have a school wide PBIS system with verbal and visual daily reminders, and students are issued "tiger paws" when they follow outlined procedures and routines.
2. When students are issued an in school suspension for egregious behaviors, they are given work to complete so that they are not missing instruction, and also have a designated space to work that is both safe and monitored.
3. An MTSS system is in place for academic and behavioral needs.

Weaknesses:

1. We need to ensure that SEL supports are implemented with fidelity school wide, and document procedures and practices that are attempted in order to track student success.
2. Restorative conversations and language needs to increase school wide.

Evidence includes:

- Proactive-Reinforce positive student behavior with clear expectations, routines, and procedures. Most teachers post, refer to, and model expected behaviors. We also have developed routines and procedures central to the learning environment school wide. School wide, we have a PBIS system that acknowledges various positive student behaviors. The PBIS system provides both short and long term incentives for students. However, after reviewing Logger, we need to build on our positive communication to parents (or Log it), and make phone calls or contact accordingly. We need to also work on engaging families as partners when creating behavior plans and charts, so that both the school and home environment are fluid. When the team meets, we need to review student progress, and determine restorative supports to increase positive student behaviors.
- Instructive-Integrate universal SEL skills instruction and core content. As a school, we do provide SEL supports through MTSS and Second Step. However, we need to work on implementing these interventions within the classroom through tier one supports and provide an all staff PD/training on Second Step.
- Restorative-Employ a continuum of responses to behavior to effectively change student behavior. When behaviors occur in the classroom, in most cases, instruction proceeds without interruptions. However, when students display behaviors that are disruptive to the classroom environment that student tends to be removed from the classroom due to their difficult behaviors. When students are removed from the classroom, they are supported by administration, the teacher or the counseling team. Most conferences are restorative in nature, and do provide students with strategies to cope or address personal problems that affect their academic/social emotional success. In extreme cases, students are given in school suspensions or detentions, and provided with the work that they have missed so they can complete it in a designated space.
- According to REACH Teacher Observation (2013-2015), 95% of teachers were rated proficient and above for creating an environment of respect and rapport. Also, over 89% of teachers were rated proficient and above for managing student behaviors.

## 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	✓ 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

#### Strengths were noted as:

1. Armstrong parents are welcomed in the building and are encouraged to participate in the learning process.
2. There are many opportunities for parents to have an active voice in their child's education
3. Communication is set up to facilitate conversations between home and school.

#### Weaknesses:

1. Parent participation is still lacking as evidenced by meeting turn-outs.
2. Parent volunteerism is down in the lower grades.

#### Analysis/Evidence Statement

- Establish a non-threatening, welcoming environment that is warm, inviting and helpful: GBA has its own Parent's Room that is meant to welcome any parents who would like to be part of the Armstrong community. According to the 5 Essentials data, more-involved parents are encouraged to reach out to less involved parents.
- 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): Parents are invited to a multitude of performances and activities throughout the school year. For example: Family reading night, Family Math Night, International Day, Kindergarten and 8th grade Graduation ceremonies, as well as various talent shows and guest speakers. These events are publicized through flyers, posters and often robo-calls.
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback/ Solicit family's support and engage 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: At Armstrong there are multiple opportunities for parent partnerships, like: Parent Patrol with CAPS, NCLB monthly meetings, ESL instruction Monday and Wednesday nights, PTA monthly, BAC bi-monthly. Administration attends all of the above. Unfortunately, according to one of our lead parents and LSC members, attendance is very low for all of the above.
- Frequently communicate with families about class and individual activities and individual student progress: Communication done weekly in middle/upper grades through "Friday notes" which communicate missed homework or behavioral issues as well as discuss eligibility for "Star Student." Teachers promote use of Parent Portal for up to date information. Kindergarten uses "Monday Memo." Many teachers have up to date websites. Positive communication needs to be more targeted and frequent.
- Conduct extensive outreach to families in need of specialized support through home visits and collaboration with social service agencies: Excessive absences are monitored and families are sent letters to indicate concern. Home visits are conducted as needed by the social worker or other school representatives. The counseling team also provides personal phone calls, robo calls, individual and group family meetings as well as check in/check out supports for students regarding excessive absences and tardies. Furthermore, when families have displayed specific needs, the team connects the family with agencies for additional supports outside of the school, such as: food pantries, social services, mental health, housing and employment.
- Provide proactive communication (e.g. parent handbook and resources): Communications with information regarding resources are sent home throughout the year, including: info on free dental/medical services, links for literacy/math help, and teacher certification info.
- Partner equitably with parents speaking languages other than English: Most information sent home is in Spanish as well as English. All languages are not represented. Parent meetings (report card pick-up etc) provide interpreters as needed. Armstrong staff is representative of the populations served and staff members are available to provide translation/interpretation services.

### 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 ☐ = Not of focus						
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Quality Teaching: Instruction	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Expectations for depth & breadth of Student Learning: Curriculum	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

17 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Increased curriculum alignment and a deeper understanding of standards alignment will guide our increase to 70% growth.	85.00	57.00	70.00	74.00
<b>National School Growth Percentile - Math</b>				
Our new common core aligned Math series in grades K - 5 with a focus on problem solving will propel us towards 78% growth.	74.00	72.00	78.00	82.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Improved vertical planning and commitment to review student work have pushed our expectations and rigor to levels that are supportive of our 65% growth goal.	61.00	(Blank)	65.00	69.00
<b>African-American Growth Percentile - Reading</b>				
Increased integration of culturally relevant literature, commitment to growing reading levels from A to Z, and improving differentiation within the classroom will support our increased achievement to 55%	80.00	45.00	55.00	60.00
<b>Hispanic Growth Percentile - Reading</b>				
Increased integration of culturally relevant literature, commitment to growing reading levels from A to Z, and improving differentiation within the classroom will support our increased achievement to 55%	77.00	48.00	55.00	60.00
<b>English Learner Growth Percentile - Reading</b>				

The % of staff with ESL or bilingual certifications has increased while teacher teams have provided professional development to staff encompassing SIOP and Language Matters to improve our teaching and support to EL students which will help to achieve our goal of 20%.

(Blank) 3.00 20.00 25.00

**Diverse Learner Growth Percentile - Reading**

We are providing professional development for teachers about diverse learners and holding high expectations for them. We have developed a community partnership that provides training for teachers on inclusion. We are examining how we schedule and place our students to ensure that each student is in their least restrictive environment. We have a full-time inclusion facilitator to coach teachers.

27.00 1.00 20.00 25.00

**African-American Growth Percentile - Math**

Collaborative instructional planning using student data will focus instruction on students' needs. Continuing professional development, coaching and peer observations in the elements of TRU Math, with a focus on Access and Agency, Authority, and Identity, will improve instruction and support to our learners, helping us to achieve our goal of 60%.

52.00 56.00 60.00 65.00

**Hispanic Growth Percentile - Math**

Collaborative instructional planning using student data will focus instruction on students' needs. Continuing professional development, coaching and peer observations in the elements of TRU Math, with a focus on Access and Agency, Authority, and Identity, will improve instruction and support to our learners, helping us to achieve our goal of 68%.

70.00 64.00 68.00 73.00

**English Learner Growth Percentile - Math**

Professional development in growing students' understanding and use of Mathematical vocabulary will foster our English Learners' growth in Mathematics. Continuing professional development, coaching and peer observations in the elements of TRU Math, with a focus on Access and Agency, Authority, and Identity, will improve instruction and support to our learners, helping us to achieve our goal of 65%.

(Blank) 61.00 65.00 70.00

**Diverse Learner Growth Percentile - Math**

The development and selection of pre-assessments with item analysis, paired with the development of progressive practice of previous concepts will lead to better differentiation of lessons and help achieve our goal of 40%.

4.00 31.00 40.00 46.00

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

Increased opportunities for students to independently read throughout all curricular areas will drive our increase to 66%

62.00 63.00 66.00 70.00

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

Through continuing professional development in Mathematics, paired with coaching, peer observations and safe practice, instructional practices will improve leading to 83% national attainment percentile.

73.00 80.00 83.00 85.00

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

(Blank)

80.00 71.00 70.00 80.00

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

Through continuing professional development in Mathematics, paired with coaching, peer observations and safe practice, instructional practices will improve leading to 70% national attainment percentile.

81.00 76.00 70.00 80.00

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

The % of staff with ESL or bilingual certifications has increased while teacher teams have provided professional development to staff encompassing SIOP and Language Matters to improve our teaching and support to EL students which will help to achieve our goal of 48%.

45.70

43.90

48.00

53.00

**Average Daily Attendance Rate**

Using the student on track data we are better at individualizing the support for students that struggle to maintain high attendance. In accordance with student PLP plans we can continue to monitor student's attendance which we feel this will help us achieve a minimum of 96% attendance.

95.50

95.50

96.00

96.00

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

We are currently Well developed, but we continue to focus on the areas that indicated a need for improvement like supportive environments. We plan to add student patrol, more parent volunteers, and continue to work with our local CAPS office so that students feel safer in the community.

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(Blank)

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(Blank)

Custom metrics

0 of 0 complete

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

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we create and deliver quality CCSS aligned reading units with individualized 2 week lesson plans that include agreed upon components such as essential questions, student friendly learning/language objectives, rigorous student tasks, cross curricular links, common assessments and differentiation for DL and EL students

improved Tier 1 Literacy/Reading instruction with improved vertical and horizontal alignment, more targeted learning goals, more rigorous learning tasks, and increased standards focus on speaking, listening and language standards.

increased schoolwide achievement from 57% National School Growth Percentile in Reading to 70%

Tags:

Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards

Area(s) of focus:

1, 2, 3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Professional development on backwards mapping will be provided prior to the development of improved units and ongoing for support.

Administration, Donna Bedtke, Kathleen Kriston, Anna Vlahandreas, Curriculum Teams

May 2, 2016 to Sep 5, 2016

Sign in sheets and completion documents

Not started

**Curriculum Design, Balanced literacy, Balanced grading and assessment, Curriculum maps, Common core state standards**

A common K-5 reading unit plan template, based on backwards mapping, will be approved by administration and curriculum teams.

Administration, Amit Thaker, Donna Bedtke, Curriculum Teams, Grade Level Teams

Apr 1, 2016 to Jun 20, 2016

Unit plan templates

On-Track

**Curriculum Design, Balanced literacy, Balanced grading and assessment, Curriculum maps**



Principal directed grade level meeting times will be used to review and adjust grade level quarterly standards maps.	Otis Dunson, Donna Bedtke, Grade Level Teams, Mindy Pudlo	Apr 25, 2016 to Jun 30, 2016	Quarterly Standards Maps	Not started
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**Shared leadership**

2 week lesson plans will be reviewed for EL and DL differentiation strategies and language objectives	Administration, Teachers	Sep 1, 2016 to Jun 30, 2018	2 week lesson plans, Observation data	On-Track
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**Diverse Learners, English Learners, Differentiated instruction, Lesson plans**

Common language arts pre and post assessments and performance tasks will be administered quarterly at all grade levels and the results reviewed/analyzed during grade level meetings.	Donna Bedtke, Grade level teams	Jun 30, 2018 to Jun 30, 2018	Grade book, Student Assessment Samples	Not started
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**Rigorous tasks, Balanced literacy, Balanced grading and assessment**

Implement Words Their Way Spelling Program with fidelity in Grades K through 4.	Donna Bedtke, Reading Teachers in Grades K through 5.	Apr 27, 2016 to Jun 30, 2018	Spelling inventory student assessment results and Observation data	On-Track
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**Balanced literacy**

Increase the amount of time students spend independently reading school wide.	All teachers.	Apr 27, 2016 to Jun 30, 2018	Observation data, Time Distribution Sheets, 2 week lesson plans	On-Track
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**Balanced literacy, Reading strategies**

Every student K - 5 will have a RAZ kids account for access to leveled reading materials.	Donna Bedtke, All teachers K - 5.	Apr 27, 2016 to Jun 30, 2018	RAZ kids usage reports	On-Track
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**Balanced literacy**

Continue to grow annual Family Literacy Night and include parent education component in event schedule.	Reading/Writing Curriculum Committees	Sep 1, 2016 to Sep 30, 2016	Event flyers and attendance count	On-Track
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**Family and Community Engagement, Balanced literacy, Parent engagement**

Implement Lucy Calkins Reading Units with fidelity in Grades 2 through 5.	Donna Bedtke, Teacher Leaders, Reading Curriculum Committee	Apr 27, 2016 to Jul 31, 2018	Curriculum Maps, 2 week lesson plans, Teacher Observation data	On-Track
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**Balanced literacy**

If we do...

...then we see...

...which leads to...

If we collaboratively analyze our Math curriculum maps through the lens of student achievement data and with input from all grade level/band team members, adjust our planning and design and utilize supplemental materials in response to that analysis, create differentiated CCSS aligned lesson plans which include agreed upon components such as Math Talks, Solve & Shares or Exploratory problems, problem based learning with rigorous tasks, integration with Science, and Writing, student discourse, vocabulary development, and common assessments,

improved Tier 1 Math Instruction and Tier 2 and 3 interventions, with greater alignment both vertically and horizontally, increased student discourse around rigorous, integrated tasks which target specific student needs

increased schoolwide achievement from 72% National School Growth Percentile in Math to 78%

Tags:

Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership

Area(s) of focus:

1, 2, 3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Grade level Math teachers will analyze student data and our curricular maps to create the scope and sequence of progressive practice of previous skills within the curriculum, using backwards mapping to identify when and how skills are to be practiced, to improve retention of learned skills and concepts.

Grade level Math teachers, Math Curriculum Committees; Mrs. Kriston, administration

Jul 1, 2016 to Jun 30, 2018

Curricular maps, classroom assessments, sign in sheets and completion documents

Not started

**Curriculum Design, Instructional practices, Balanced grading and assessment**

Grade level Math teachers will develop and/or select pre-assessments, with item analysis guides, for each unit. Teachers will analyze data from the pre-assessments to guide instruction for each unit.

Grade level Math teachers, Mrs. Kriston, administration

Jul 1, 2016 to Jun 30, 2018

Data sets from pre and post assessments

Not started

**Curriculum Design, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, Balanced grading and assessment**

Grade band teams will analyze and align grading categories and weights, both vertically and horizontally, to provide clarity about grade level performance expectations in Math classes.

Math Curriculum Committees, Mrs. Kriston, administration

Jul 1, 2016 to Jun 30, 2018

Gradebook

Not started

**Balanced grading and assessment**

Math and Science teachers at each grade level will collaboratively plan units that integrate Math CCSS and NGSS through real life problems/situations.

Grade level Math and Science teachers, Math & Science Curriculum Committees, Mrs. Kriston, administration

Jul 1, 2016 to Jun 30, 2018

Lesson plans, student work samples

Not started

**Curriculum Design, Instructional practices, Differentiated**

**instruction, Rigorous tasks, Common core, 21st century skills**

Teachers will receive professional development in growing students' understanding and use of Math vocabulary, and use that knowledge to collaboratively plan instruction that fosters content vocabulary development and usage.	Math teachers, Mrs. Kriston, administration	Jul 1, 2016 to Jun 30, 2018	Professional development agendas and sign in sheets, lesson plans	Not started
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**Diverse Learners, English Learners, Curriculum Design, Instructional practices, Differentiated instruction**

Math teachers will engage in regular Math professional development in TRU (Teaching for Rigorous Understanding) Math dimensions, with a focus on Access to Mathematical Content and Agency, Authority, and Identity.	Math Curriculum Committee Chairpersons, Mrs. Kriston, administration	Jun 1, 2016 to Jun 30, 2018	Professional development agendas and sign in sheets, lesson plans, peer observation data	Not started
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**English Learners, Curriculum Design, Instructional practices, Differentiated instruction**

Through peer and Math coach observations and feedback, teachers will focus on key elements of TRU Math in their practice, and engage in "safe practice" to develop their pedagogical skills.	Math teachers, Mrs. Kriston, administration	Jul 1, 2016 to Jun 30, 2018	Professional development agendas and sign in sheets, observational data	Not started
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**Diverse Learners, English Learners, Instructional Coaching, Instructional practices, Differentiated instruction, Applied math**

**Strategy 3**

If we do...

If we create and deliver quality CCSS aligned writing units (Lucy Calkins aligned from Kinder thru 5th) that fully address the language standards and include agreed upon components such as essential questions, student friendly learning/language objectives, cross curricular links, common assessments and differentiation for DL and EL students

...then we see...

improved Tier 1 Literacy/Writing Instruction with improved vertical and horizontal alignment, more targeted learning goals, more rigorous learning tasks, and increased standards focus on speaking, listening and language standards.

...which leads to...

increased schoolwide achievement from 57% National School Growth Percentile in Reading to 70%

Tags:

Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership

Area(s) of focus:

1, 2, 3, 4, 5

Action step

Implement Lucy Calkins Common Core Writing Units with fidelity in Grades K through 5.

Responsible

Principal, Assistant Principal, Writing Teachers in Grades K through 5

Timeframe

Apr 27, 2016 to Jun 30, 2018

Evidence for status

Unit plans, 2 week lesson plans, observation data

Status

On-Track

**Writing**

A common K-5 writing unit plan template, based on backwards mapping, will be approved by administration and curriculum teams.	Principal, Assistant Principal, Curriculum Teams, Grade Level Teams	Apr 27, 2016 to Jun 30, 2016	Unit plan templates	On-Track
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**Writing**

Common writing pre and post assessments and performance tasks will be administered quarterly at all grade levels and the results reviewed/analyzed during grade level meetings.	Principal, Assistant Principal, Writing Teachers in Grades K through 5	Apr 27, 2016 to Jun 30, 2018	Grade book, Student Assessment Samples	On-Track
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**Writing, Balanced grading and assessment**

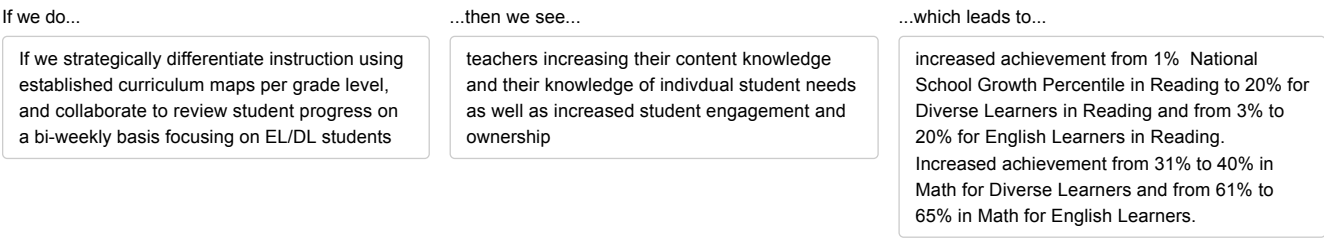
Language standards will be written into the Writing Unit Plans.	Principal, Assistant Principal, Writing Teachers Schoolwide	Apr 27, 2016 to Jun 30, 2018	Writing Unit Plans, 2 week lesson plans	On-Track
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**English Learners, Writing, Language, Common core state standards**

A weekly Calkins Writing Professional Learning Community Group will begin May, 2016	Principal, Assistant Principal, Teacher Leaders, Writing Teachers	May 2, 2016 to Jun 30, 2016	Agendas and sign in sheets	On-Track
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**Professional Learning, Writing, Shared leadership**

**Strategy 4**



Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction

Area(s) of focus: 1, 2, 3, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Use item analysis on units for pre and post assessments to set individual goals for Diverse Learners and English Language Learners.	Principal, Assistant Principal, Case Manager, DL Teachers and co-teachers.	Jul 1, 2016 to Jun 30, 2018	Diverse Learner Goal Sheets	Not started

**Diverse Learners, Balanced grading and assessment**

Increase progress monitoring fidelity. Teachers will assess students' current levels and group students accordingly based off of the assigned task. The following tools will be used to progress monitor and group students: Compass Learning, Reading A to Z/running records, ORF, Dibels/TRC, LLI, Reflex Math, ACCESS scores and Khan Academy.	Principal, Assistant Principal, All teaching staff	Apr 27, 2016 to Jun 30, 2018	Teacher Observation Data,	Behind
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**MTSS, Diverse Learners, English Learners, Differentiated instruction**

Continue to provide professional development in the areas of differentiation, co-teaching, and backwards mapping.	Principal, Assistant Principal, Case Manager, all teaching staff	Apr 27, 2016 to Jun 30, 2018	Teacher observation data, student growth data	Behind
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**Professional development, Shared leadership**

Co- planning and Co-teaching between EL/DL/General Education Teachers will increasingly follow team teaching, parallel teaching and station teaching models; where student work is modified and graded according to the student's individual needs and overarching unit goals.	Principal, Assistant Principal, Case Manager, all teaching staff	Jul 1, 2016 to Jul 1, 2016	Teacher observation data, lesson plans	Behind
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**Diverse Learners, Professional Learning**

Continue professional development related to SIOP, Language Matters and WIDA standards.	Administration, Teacher Leaders,	Feb 1, 2016 to Jun 30, 2018	lesson plans, teacher observation data, training agendas and sign in sheets	On-Track
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**English Learners, Professional Learning, Differentiated instruction**

Classrooms will be encouraged to increase the use of visual supports.	Administration, Classroom Teachers	Jul 1, 2016 to Oct 1, 2016	Teacher observation data: Classroom Environment	On-Track
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**Diverse Learners, English Learners, Differentiated instruction**

Increased expectations for posted student friendly language and content objectives during classroom instruction.	Administration, Classroom Teachers	Jul 1, 2016 to Jun 30, 2018	Teacher observation data: Planning and Instruction	Behind
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**English Learners**

Increase opportunities for peer coaching and peer visits	Administration, Teacher Leaders	Jun 30, 2016 to Jun 30, 2018	Teacher reflection sheets	Behind
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**Professional Learning**

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Professional development on backwards mapping will be provided prior to the development of improved units and ongoing for support.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Curriculum Design, Balanced literacy, Balanced grading and assessment, Curriculum maps, Common core state standards</p>	Administration, Donna Bedtke, Kathleen Kriston, Anna Vlahandreas, Curriculum Teams	May 2, 2016	Sep 5, 2016	Not started
<p>✦ A common K-5 reading unit plan template, based on backwards mapping, will be approved by administration and curriculum teams.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Curriculum Design, Balanced literacy, Balanced grading and assessment, Curriculum maps</p>	Administration, Amit Thaker, Donna Bedtke, Curriculum Teams, Grade Level Teams	Apr 1, 2016	Jun 20, 2016	On-Track
<p>✦ Principal directed grade level meeting times will be used to review and adjust grade level quarterly standards maps.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Shared leadership</p>	Otis Dunson, Donna Bedtke, Grade Level Teams, Mindy Pudlo	Apr 25, 2016	Jun 30, 2016	Not started
<p>✦ 2 week lesson plans will be reviewed for EL and DL differentiation strategies and language objectives</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Diverse Learners, English Learners, Differentiated instruction, Lesson plans</p>	Administration, Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
<p>✦ Common language arts pre and post assessments and performance tasks will be administered quarterly at all grade levels and the results reviewed/analyzed during grade level meetings.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Rigorous tasks, Balanced literacy, Balanced grading and assessment</p>	Donna Bedtke, Grade level teams	Jun 30, 2018	Jun 30, 2018	Not started
<p>✦ Implement Words Their Way Spelling Program with fidelity in Grades K through 4.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Balanced literacy</p>	Donna Bedtke, Reading Teachers in Grades K through 5.	Apr 27, 2016	Jun 30, 2018	On-Track
<p>✦ Increase the amount of time students spend independently reading school wide.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Balanced literacy, Reading strategies</p>	All teachers.	Apr 27, 2016	Jun 30, 2018	On-Track
<p>✦ Every student K - 5 will have a RAZ kids account for access to leveled reading materials.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Balanced literacy</p>	Donna Bedtke, All teachers K - 5.	Apr 27, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue to grow annual Family Literacy Night and include parent education component in event schedule.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Family and Community Engagement, Balanced literacy, Parent engagement</p>	Reading/Writing Curriculum Committees	Sep 1, 2016	Sep 30, 2016	On-Track
<p>✦ Implement Lucy Calkins Reading Units with fidelity in Grades 2 through 5.</p> <p>Tags: Literacy/Reading, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Social studies, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Common core state standards, Balanced literacy</p>	Donna Bedtke, Teacher Leaders, Reading Curriculum Committee	Apr 27, 2016	Jul 31, 2018	On-Track
<p>✦ Grade level Math teachers will analyze student data and our curricular maps to create the scope and sequence of progressive practice of previous skills within the curriculum, using backwards mapping to identify when and how skills are to be practiced, to improve retention of learned skills and concepts.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Curriculum Design, Instructional practices, Balanced grading and assessment</p>	Grade level Math teachers, Math Curriculum Committees; Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Grade level Math teachers will develop and/or select pre-assessments, with item analysis guides, for each unit. Teachers will analyze data from the pre-assessments to guide instruction for each unit.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Curriculum Design, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, Balanced grading and assessment</p>	Grade level Math teachers, Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Grade band teams will analyze and align grading categories and weights, both vertically and horizontally, to provide clarity about grade level performance expectations in Math classes.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Balanced grading and assessment</p>	Math Curriculum Committees, Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Math and Science teachers at each grade level will collaboratively plan units that integrate Math CCSS and NGSS through real life problems/situations.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Curriculum Design, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills</p>	Grade level Math and Science teachers, Math & Science Curriculum Committees, Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Teachers will receive professional development in growing students' understanding and use of Math vocabulary, and use that knowledge to collaboratively plan instruction that fosters content vocabulary development and usage.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Diverse Learners, English Learners, Curriculum Design, Instructional practices, Differentiated instruction</p>	Math teachers, Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Math teachers will engage in regular Math professional development in TRU (Teaching for Rigorous Understanding) Math dimensions, with a focus on Access to Mathematical Content and Agency, Authority, and Identity.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, English Learners, Curriculum Design, Instructional practices, Differentiated instruction</p>	Math Curriculum Committee Chairpersons, Mrs. Kriston, administration	Jun 1, 2016	Jun 30, 2018	Not started
<p>✦ Through peer and Math coach observations and feedback, teachers will focus on key elements of TRU Math in their practice, and engage in "safe practice" to develop their pedagogical skills.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instructional Coaching, Instructional practices, Differentiated instruction, Rigorous tasks, Common core, 21st century skills, Balanced grading and assessment, Applied math, Shared leadership, Diverse Learners, English Learners, Instructional Coaching, Instructional practices, Differentiated instruction, Applied math</p>	Math teachers, Mrs. Kriston, administration	Jul 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement Lucy Calkins Common Core Writing Units with fidelity in Grades K through 5. Tags: Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Writing</p>	Principal, Assistant Principal, Writing Teachers in Grades K through 5	Apr 27, 2016	Jun 30, 2018	On- Track
<p>✦ A common K-5 writing unit plan template, based on backwards mapping, will be approved by administration and curriculum teams. Tags: Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Writing</p>	Principal, Assistant Principal, Curriculum Teams, Grade Level Teams	Apr 27, 2016	Jun 30, 2016	On- Track
<p>✦ Common writing pre and post assessments and performance tasks will be administered quarterly at all grade levels and the results reviewed/analyzed during grade level meetings. Tags: Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Writing, Balanced grading and assessment</p>	Principal, Assistant Principal, Writing Teachers in Grades K through 5	Apr 27, 2016	Jun 30, 2018	On- Track
<p>✦ Language standards will be written into the Writing Unit Plans. Tags: Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, English Learners, Writing, Language, Common core state standards</p>	Principal, Assistant Principal, Writing Teachers Schoolwide	Apr 27, 2016	Jun 30, 2018	On- Track
<p>✦ A weekly Calkins Writing Professional Learning Community Group will begin May, 2016 Tags: Science, Diverse Learners, English Learners, Curriculum Design, Social studies, Instructional practices, Differentiated instruction, Rigorous tasks, 21st century skills, Writing, Fine arts, Balanced literacy, Balanced grading and assessment, Shared leadership, Professional Learning, Writing, Shared leadership</p>	Principal, Assistant Principal, Teacher Leaders, Writing Teachers	May 2, 2016	Jun 30, 2016	On- Track
<p>✦ Use item analysis on units for pre and post assessments to set individual goals for Diverse Learners and English Language Learners. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, Diverse Learners, Balanced grading and assessment</p>	Principal, Assistant Principal, Case Manager, DL Teachers and co- teachers.	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Increase progress monitoring fidelity. Teachers will assess students' current levels and group students accordingly based off of the assigned task. The following tools will be used to progress monitor and group students: Compass Learning, Reading A to Z/running records, ORF, Dibels/TRC, LLI, Reflex Math, ACCESS scores and Khan Academy. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, MTSS, Diverse Learners, English Learners, Differentiated instruction</p>	Principal, Assistant Principal, All teaching staff	Apr 27, 2016	Jun 30, 2018	Behind
<p>✦ Continue to provide professional development in the areas of differentiation, co-teaching, and backwards mapping. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, Professional development, Shared leadership</p>	Principal, Assistant Principal, Case Manager, all teaching staff	Apr 27, 2016	Jun 30, 2018	Behind
<p>✦ Co- planning and Co-teaching between EL/DL/General Education Teachers will increasingly follow team teaching, parallel teaching and station teaching models; where student work is modified and graded according to the student's individual needs and overarching unit goals. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, Diverse Learners, Professional Learning</p>	Principal, Assistant Principal, Case Manager, all teaching staff	Jul 1, 2016	Jul 1, 2016	Behind
<p>✦ Continue professional development related to SIOP, Language Matters and WIDA standards. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, English Learners, Professional Learning, Differentiated instruction</p>	Administration, Teacher Leaders,	Feb 1, 2016	Jun 30, 2018	On- Track
<p>✦ Classrooms will be encouraged to increase the use of visual supports. Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, Diverse Learners, English Learners, Differentiated instruction</p>	Administration, Classroom Teachers	Jul 1, 2016	Oct 1, 2016	On- Track



District priority and action step	Responsible	Start	End	Status
<p>✦ Increased expectations for posted student friendly language and content objectives during classroom instruction.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, English Learners</p>	Administration, Classroom Teachers	Jul 1, 2016	Jun 30, 2018	Behind
<p>✦ Increase opportunities for peer coaching and peer visits</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Differentiated instruction, Professional Learning</p>	Administration, Teacher Leaders	Jun 30, 2016	Jun 30, 2018	Behind

## 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.

Joint development of the plan, policy, review process and improvement will be accomplished by PAC and BAC input, PTA and LSC meetings. NCLB Title I Annual Meeting will be held in September 14, 2016, September 2017, and September 2018 therefore, parents will be able to give their input on the parental involvement needed at Armstrong School. The September 14, 2016 Title 1 Annual meeting will be held at 8:30 a.m.

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

Parent involvement and participation will be encouraged by sending flyers home with translation into Spanish and other languages, notices, creating school bulletin boards, and information on school marquee. The Title 1 Annual Meeting is scheduled for September 14, 2016 at 8:30am. The Title 1 PAC Organizational Meeting is scheduled for September 14, 2016 at 9:30am. Monthly Parent Advisory Council (PAC) meetings as well Bilingual Advisory Council (BAC) and Local School Council (LSC) meetings.

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.

Parents will be informed about the curriculum at parent meetings and open house in September. PAC and BAC meetings for information about academic assessment tools, individualized teacher and parent conferences, report cards, Grade-book, teacher phonecalls and 5 week progress reports.

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.

Concerns will be addressed in BAC/PAC meetings, PTA and LSC meetings. Individual concerns can be addressed in conferences with teachers and administration as needed.

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.

Parent reports provided by CPS will be delivered to all parents. These reports include Reach assessments, MAP/MPG, reading and math benchmark assessments, DIBELS benchmark as well as TRC. Yearly training regarding how to analyze the results will be provided to parents.

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.

Notices that dictate highly qualified or not highly qualified status will be sent to all parents at the beginning of the school year.

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.

Quarterly BAC/PAC meetings will be held for teachers as well as PTA meetings, LSC meetings, individualized parent meetings, report card pick-up, and mid-term grade reports. Parents will also have access to the parent portal.

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.

The school's reading coach will provide quarterly training for all parents in the areas of literacy, writing, and assessment.

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.

This will occur through our PPLC committee and monthly meetings.

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.

We have hands on workshops for our preschool parents on Fridays. Guest speakers are invited to come quarterly to speak with parents about various literacy topics.

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

Monthly or Quarterly newsletters and translations of all flyers and meetings into Spanish and English language.

#### 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.)

George Armstrong School, in collaboration with all stakeholders will provide every student with a quality educational program. We promote learning through the utilization of consistent reading strategies and the integration of literature and writing across the curriculum.

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.

Formal Report Card Open House Conferences will be held in October and April as scheduled by CPS. Additional parent-teacher conferences will be scheduled throughout the year at the request of either the teacher or the parent. The school will hold two parent-teacher conferences which the dates will be given by the district. Open house will be held in September.

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

The school will give parents five week progress reports, DIBELS results MAP and MPG assessment results. Report Cards will be issued every 10 weeks.

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

Parents have access to staff by making appointments before or after school, via e-mails, parent- teacher conferences, open house. Staff will be available daily for parent consultations between 7:20 and 7:45am. Staff will also be available after school from 2:45--3:15 by special appointment. Staff will be available during the day (prep periods) by special appointment.

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 may volunteer to assist in children's classroom working with small groups or individual children--tutoring, reading, or assisting at centers. Parents may assist teachers by marking papers, helping with bulletin boards, working on art or science projects or other school projects. Parents may assist by going on field trips with class. The LSC Volunteer Coordinator will arrange information and access for volunteering for interested parents. Parents can observe in their child's classroom at any time. They can also volunteer to participate on field trips and school wide events. They can also join the Armstrong PTA.

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

Parents use the parent portal on IMPACT. They also attend open house and preview the curriculum and have one on one conferences with the teacher.

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

They will participate in the decisions relating to the education of their children during open house, family nights and parent-teacher conferences. Also the parents will contribute needed information through My School My Voice surveys.

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).

Students will share the responsibility for improved student academic achievement by using assignment notebooks daily, attending school regularly, completing class work and homework on time, coming to school prepared to learn with supplies and books and studying for assessments.

## Parent Budget

Complete

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

Involve families and parents in student learning and achievement. Build a positive school connection with families and parents that overcomes cultural and language barriers. Increase the number and the quality of family interactions within the school community. Increase parent participation in decision making and planning of school activities. Increase parent participation in school functions.

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.	\$	0 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	2781 .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.	\$	1945 .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)	\$	2855 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	2169 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0 .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.	\$	0 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0 .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 by used only by parents.	\$	0 .00