



George Armstrong International Studies ES / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Otis Dunson	Principal	oldunson@cps.edu	Has access
Amit Thaker	Assistant Principal	athaker@cps.edu	Has access
Donna Bedtke	Assistant Principal	dhbedtke@cps.edu	Has access
Anna Vlahandreas	Case Manager	avlahandrea@cps.edu	Has access
Kathleen Kriston	Teacher Leader	Kekriston@cps.edu	Has access
Jill Besenjak	MTSS Interventionist	jmmachina@cps.edu	Has access
Brian Yehl	Middle Grades Literacy Teacher	bmyehl@cps.edu	Has access
Bart Goldberg	Primary Literacy Teacher	bgoldberg@cps.edu	Has access
Cindy Kang	ELPT	ckang@cps.edu	Has access
Tekanya Gant	Counselor	tgant@cps.edu	Has access
Liza Spyrakos-Coca	MTSS Interventionist	LSpyrakos-coca@cps.edu	Has access
Courtney Horgan	Diverse Learner Teacher	cahorgan@cps.edu	Has access
Nancy Goldberg	Diverse Learner Teacher	ngoldberg@cps.edu	Has access

Alison Gollogly	Middle Grades Literacy Teacher	akhester@cps.edu	Has access
Stuart Alpern	Community	stuartalpern@sbcglobal.net	No Access
Eliza Harrigan	Parent	eliza.harrigan@gmail.com	No Access
Amy Johnson	Parent	akjohnson08@gmail.com	No Access
Lauren Coval	Primary Math Teacher	lwockhamer@cps.edu	Has access
Alexis Famiano	Middle Grades Math	amfamiano@cps.edu	Has access

Team meetings

Date	Participants	Topic
12/12/2017	Bedtke, Kriston, Yehl, Coca, Kang, N. Goldberg, B. Goldberg, Horgan, Vlahandreas	Review of entire 2016-2018 CIWP
12/19/2017	Bedtke, Kriston, N. Goldberg, B. Goldberg, Gibbons, Coca, Kang, Besenjak, Gollogly, Vlahandreas, Gant	Review Action Items of CIWP 2016-2018
01/09/2018	Bedtke, Kriston, Yehl, Famiano, Coval, Horgan, Gollogly, Kang, B. Goldberg, N. Goldberg, Vlahandreas, Coca, Gibbons, Gant	Adjust in progress Action Items for 2018-2020
01/16/2018	Bedtke, Kriston, Yehl, Famiano, Horgan, Coval, Coca, N. Goldberg, Besenjak, Gibbons, Gollogly, Vlahandreas	Review Action Items
01/23/2018	Bedtke, Kriston, Yehl, Besenjak, Gibbons, N. Goldberg, Gollogly, Gant, Horgan, Coca, Coval, B. Goldberg	Review Action Items
01/30/2018	Bedtke, Kriston, Yehl, Chiappone, Hart, N. Goldberg, Besenjak, Gibbons, Gollogly, Famiano, Coval, Gant, Coca, Horgan	Review Action Items
02/06/2018	Bedtke, Kriston, Yehl, Chiappone, Hart, Famiano, N. Goldberg, Besenjak, Kang, Gibbons, Horgan, Coval, Coca, Gant	Review Action Items
02/13/2018	Bedtke, Kriston, Yehl, B. Goldberg, Gollogly, N. Goldberg, Besenjak, Kang, Horgan, Famiano, Coval, Gant	Review Action Items
02/20/2018	Bedtke, Kriston, Yehl, B. Goldberg, Coca, Besenjak, Gollogly, N. Goldberg	Carryover Action Items into 2018-2020

02/27/2018	Bedke, Kriston, Goldberg, Goldberg, Yehl, Besenjak, Coca, Horgan, Gibbons, Gollogly, Famiano, Gant, Kang	SEF Scoring: Culture for Learning, Rel. Trust, Student Voice
03/06/2018	Dunson, Bedtke, Yehl, Besenjak, Coca, Horgan, Gibbons, Gollogly, Famiano, Gant, Kang	SEF Scoring: ILT Leadership, Parent Partnerships, Safety, Restorative Approaches, Professional Learning
03/13/2018	Dunson, Bedtke, Yehl, Besenjak, Coca, Horgan, Gibbons, Gollogly, Famiano, Gant, Kang	SEF Scoring: Aligned Res. Instr. Materials, Transitions, MTSS
03/20/2018	Bedtke, Yehl, Besenjak, Coca, Horgan, Gibbons, Gollogly, Famiano, Goldberg,	Parent Survey Results Tally
03/27/2018	Bedtke, Kriston, Kang, Yehl, Gibbons, Coval, Coca, Besenjak, Horgan, Gollogly, Goldberg	MTSS
04/03/2018	Bedtke, Kriston, Kang, Yehl, Gibbons, Coval, Coca, Besenjak, Horgan, Gollogly, Goldberg	Balanced Assessment and Grading
04/10/2018	Kriston, Kang, Yehl, Gibbons, Coval, Coca, Besenjak, Horgan, Gollogly, Goldberg	Curriculum Rigorous Task
04/17/2018	Bedtke, Yehl, Byrd, Gibbons, Coval, Coca, Besenjak, Horgan, Gollogly, Famiano, B. Goldberg, , kang	Instruction
10/02/2018	Bedtke, Coval, Coca, Besenjak, Kriston, N. Goldberg, Gollogly Gant	Schoolwide Assessment Plan
10/16/2018	Dunson, Bedtke, Pudlo, Kriston, Thaker, Kang, Coca, Gant	EL Priority Students Review Process / Balanced Assessment Resources review
11/06/2018	Bedtke, Kriston, Gant, Gollogly, B. Goldberg, N. Goldberg, Huegel, Yehl, Famiano, Horgan, Kang, Coca, Coval	Gradebook alignment - Gradebook weights, categories, number of items review, standards aligned
11/06/2018	Bedtke, Kriston, Dunson, Thaker, Gamble, Gant	Progress Monitoring Process - DL Goals
11/27/2018		
12/11/2018		
01/15/2019		

01/29/2019

02/12/2019

02/26/2019

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

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 over discretionary school funding. Teachers create their own after-school programs for OST (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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT

Strengths were noted as:

1. ILT is strong, distributive, and includes content experts accountable to Math, Reading, MTSS, SEL, DL, EL and administration. ILT members assume a high degree of accountability to quality work.
2. Team has a clear and common understanding of our instructional priorities.
3. ILT facilitates discussions regarding future improvements in a proactive way and is not reactive. ILT is continuously looking forward on ways to improve what we are doing.
4. Armstrong student NWEA data is shared in a timely manner that teachers now understand. Teachers are more readily able to use NWEA data for strategic grouping and in a timelier manner.
5. More teacher leaders are emerging in each of our content areas. More teacher led meetings are occurring.
6. Teacher input is continuously being solicited, i.e. Google surveys are widely used for teacher voice.

Weaknesses were noted as:

1. Teacher teams do not regularly and independently lead cycles of learning using student data and/or student work. Continuous improvement cycles as a basis for improvement are desired but thwarted by a lack of common planning time and afterschool programming.
2. Curriculum teams do not always feel empowered to control curriculum decisions. Curriculum teams vary in the quality of their meeting focus and in the recording of their meeting minutes. Afterschool programming interferes with committee's abilities to have all members present consistently.
3. More effective collaboration is needed to have equity and transparency in decision making. Weekly principal bulletins are appreciated but face to face time creates clearer understanding.
4. Distributive leadership is strong; however, open ILT meetings are not widely attended by staff.

Evidence includes:

Armstrong is, once again, well-organized for improvement as measured by the 5 Essentials Survey. Instructional Leadership is rated Strong for the School Leadership Team Sets High Standards For Teaching and Student Learning. The summary score is declining slightly so it is an area to watch. 97% of staff agree or strongly agree that the Leadership Team communicates a clear vision for the school. 96% of staff agree or strongly agree that the Leadership Team makes clear to the staff the leadership's expectations for meeting instructional goals.

ILT is focused on using 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 in a clear and timely manner so that decisions can be based on student need. The ILT and teachers review and revise instructional practices based on data from NWEA. Current work focus is strategic, small group instruction and using more current summative and formative classroom data to guide instructional decision making. Teacher discussions are more focused on factors within their sphere of control and less focused on blaming parents, lack of homework, etc. Teachers are requesting more active participation on interview teams for staff hiring.

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"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Framework for Teaching	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
CPS Performance Standards for School Leaders	
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

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

PROFESSIONAL LEARNING

Strengths were noted as:

1. The school is improving on using PD time (principal directed graded level meeting) to achieve school-wide improvement focused on 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. Current data based focus is our EL and DL students.
2. PD was also designed to discuss WIDA standards and its descriptors to meet the needs of cultural and linguistic needs of our ELs. SIOP was reintroduced to the staff and staff voluntarily signed up to be certified/recertified in SIOP.
3. Teacher Leaders are sharing what they have learned through their PD opportunities via grade level, curriculum, and principal directed meetings.
4. Professional dialogue around instructional practices and student needs is increasing and becoming more rigorous in dimension.
5. Reading/Writing Unit planning days are occurring quarterly.

Weaknesses were noted as:

1. Common planning time is always a challenge due to union guidelines, afterschool programming and teacher availability.
2. Staff would like more structured induction and ongoing support for new teachers.
3. Staff would like differentiated PD opportunities, including self-created PD plans with an agreed upon end goal and/or product as evidence of their work.
4. Staff would like opening PD to be more immediately applicable to Start of School activities such as creating student interest inventories, creating WIDA student rosters, reviewing IEPS, creating cum folders, student software rosters, curriculum review, assessment building and/or review,
5. Math teams would like quarterly unit planning days.
6. Teachers are requesting better communication regarding the yearlong PD plan so teachers know what to expect for the year and so teacher focus is as consistent as possible across available PD time: Principal directed time, grade level time, and curriculum team time.

Evidence includes:

- Armstrong is rated Strong in all 5 areas for Collaborative Teachers on the 5 Dimensions Survey: Collaborative Practices, Collective Responsibility, Quality Professional Development, School Commitment, and Teacher to Teacher Trust. 96% of teachers at Armstrong school agree that professional development is closely connected to the school's improvement plan. 86% report that they have worked on instructional strategies with other teachers. 85% of teachers have gone over student assessment data with other teachers to make instructional decisions and 81% have worked with fellow teachers to develop materials or activities for class. 74% of teachers also reported that they have some to a great deal of influence on determining the content of in-service programs. 92% of teachers agree that the PD has been sustained and coherently focused, rather than short-term and unrelated. 92% of teachers report that they were provided with the supports needed to improve their teaching. 86% of teachers report that they were provided with useful feedback needed to improve their teaching.

Professional learning structures include quarterly learning cycles through CLI, Weekly Principal Directed Meetings, 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. CLI coaching is available to teachers. Modeled lessons in Math and Reading are available as needed and/or upon request. 100% of new teachers report feeling very welcome and supported by existing teachers; however, no formal protocol exists for new teacher induction at Armstrong and while teachers are willing to help any way they can some reporting feeling overwhelmed in getting their work done while supporting new staff. Teachers feel comfortable in requesting opportunities to attend professional development opportunities outside of our school and district.

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"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback: surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

Aligned Resources

Strengths were noted as:

1. There is an abundance of research based, standards aligned resources that are available for teachers to implement in their classroom.
2. Materials are ordered, organized, and available to teachers in a timely manner. Teachers are consulted regarding materials and supplies needs.
3. Hiring process includes content experts, multiple interviews, and demonstration lessons whenever possible.
4. Staff retention is strong.
5. Partnership with SNC Electric.
6. DL and EL minutes are met.
7. Consistent student enrollment supports funding stability.

Weaknesses were noted as:

1. Co-teaching models need to improve to increase the effectiveness of staff assignments. Common planning times limit face to face co-planning opportunities. Some support teachers are supporting multiple grades/content areas and deep planning is a challenge.
2. Vertical alignment is improving but tighter horizontal and vertical alignment is needed in all content areas.
3. CPS Instructional Block Guidelines are met throughout grade levels. Strategies for maximizing instructional minutes are shared. Schedules are continuously reevaluated to maximize available support personal and instructional minutes with priority to reading/writing and math content areas.

Evidence includes:

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: school-wide walk through. Staff are engaged with students 100% of their scheduled work time. Schedules are maximized to support student learning and teacher support as based on data needs. Schedules are adjusted as data is reevaluated. Student groupings are fluid as student needs change.

Armstrong average for REACH Domain 4a Reflecting on Teaching & Learning is 3.54 and 4e Demonstrating Professionalism is 3.6.

Armstrong Budget is fully aligned to CIWP priorities. Products and Programs purchased are research-based for best practice instruction. Armstrong is using Daily 5 structures and balanced literacy aligned to Fountas & Pinnel Reading levels in Kinder and 1st. Lucy Calkins reading is implemented in Grades 2, 3, and 5. Lucy Calkins Writing is implemented in Grades K – 5. Grades 6-8 create CCSS aligned Reading and Writing units. Grades K – 5 implement Envisions 2.0 CCSS Math Curriculum and Holt in Grades 6-8. Math curriculum includes Algebra, Trigonometry, and Geometry curriculum for student groupings as data indicates. Student learning is enhanced through the use of supplemental resources such as Compass Learning Odyssey, Fountas & Pinnel Leveled Literacy Instruction, Learning A to Z programs, Vocabulary Building Books, National Geographic Science, and more. Usage reports are pulled and data is reviewed. Teachers report a direct correlation between increase in reading level and time spent on RAZ kids. Professional development on these tools has been provided and continues to be provided on an ongoing basis.

Staff Position Preference Sheets are annually collected to provide leadership with staff preference. Endorsement qualifications, teacher expertise, and teacher passion are used by administration to place staff in appropriate positions.

Armstrong holds monthly BACNCLB meetings, GED classes for parents, and ESL classes for parents.

Armstrong School partners with Lawyers in the Classroom, Salesforce, S&C Electric, and Northeastern and Illinois State University for Student teachers. Asian Human Services has provided Social Emotional Support for our students and the # of incidents are down.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

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

Curriculum –

Strengths:

1. CCSS Math Units are aligned vertically and organized by grade level for the entire year.
2. ELA curriculum units are aligned to CCSS, use high quality literature, and leveled literature. Calkins units align K-5.
3. Language objectives, tied to the content objectives, are articulated and posted daily in most classrooms. Teachers are increasingly using think pair share, strategic partners, and other language building activities.
4. Growth mindset language and acceptance of errors has become more common in Math classes. Student discussion of various solutions or strategies is present in almost all Math classes.
5. Armstrong has an abundance of standards aligned, research based instructional materials available for teachers in all curricular areas. (i.e. Lucy Calkins Reading/Writing, Building Vocabulary, NGSS National Geographic, Learning A-Z, Compass Learning, Reflex Math, EnVision Math, Khan Academy, Holt CCSS Math Series, Math manipulatives, etc.).
6. Curriculum includes Art, Music, Computers, Library, Health, and Physical Education. Students have choice of quarterly curricular electives in Grades 7 and 8 such as drumming, rock band, or Robotics.

Weaknesses:

1. The “Big Ideas” of Math are not always connected to daily learning objectives.
2. Full planning for all levels and types of learners (ELs, DLs, advanced, on track, and struggling) is challenging due to lack of coordination between specialist and gen ed teachers’ preps, OST programming after school, and lack of inservice days. Teachers would benefit from additional time and support to deeply plan each quarter’s work.
3. ELA units are not fully planned for all CCSSs and all components of balanced literacy. (ie. Word work, grammar, language, vocabulary, etc.) Pacing is a challenge.
4. Math units are not fully planned with embedded formative assessments.
5. Math progress monitoring models and materials are not consistent schoolwide.
6. While some project based learning is present in the upper grades, further opportunities for real life tasks needs to be provided.
7. Student choice and voice are not widely present throughout the curriculum.
8. Schoolwide assessment planning is needed to best utilize all available curriculum data sources.

Evidence:

The Math Scope and Sequence plan is horizontally and vertically aligned and available in the share drive for all Math teachers.

Only 58% of teachers scored over a 3.0 on 3c. Engaging Students in Learning, 68% of teachers scored over a 3.0 on 1a Content and Pedagogy and 46% are above a 3.0 in designing coherent instruction in the REACH framework.

Math teachers adjust instruction daily based on warm-ups or bell ringers, classwork, and exit slips.

While daily objectives for both content and language are posted and frequently shared with students in most classrooms, these objectives are not always tied to the “Big Ideas” in ways that students can understand and articulate.

DL and EL specialists frequently service more than one grade level or more than two content areas, making collaborative planning challenging for grade level teams. A common theme throughout all discussions of the ILT is the lack of adequate time for deep planning, especially for Math.

BOY PD has focused on developing growth mindsets, and ongoing Second Step weekly lessons are part of every grade level. The Math Committee meetings have also focused on methods of encouraging all students to see themselves as mathematically capable.

Project based learning is not present in all grade levels. Upper grades students work on projects to develop, plan, and manage Math stations for lower grades students, culminating in Primary Math Carnival Days and Intermediate Math Day. Real life problem solving is not as frequently utilized as possible, but could be addressed in in-depth planning.

Kindergarten through eighth grade students use Compass Learning, Reflex Math, and Khan Academy to support students’ specific Math needs. Some teachers adjust students’ assignments in these platforms to align to current instruction. Others only utilize adaptive capability of the tools.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1 2 3 4

Aligned Resources

Strengths were noted as:

1. There is an abundance of research based, standards aligned resources that are available for teachers to implement in their classroom.
2. Materials are ordered, organized, and available to teachers in a timely manner. Teachers are consulted regarding materials and supplies needs.
3. Hiring process includes content experts, multiple interviews, and demonstration lessons whenever possible.
4. Staff retention is strong.
5. Partnership with SNC Electric.
6. DL and EL minutes are met.
7. Consistent student enrollment supports funding stability.

Weaknesses were noted as:

1. Co-teaching models need to improve to increase the effectiveness of staff assignments. Common planning times limit face to face co-planning opportunities. Some support teachers are supporting multiple grades/content areas and deep planning is a challenge.
2. Vertical alignment is improving but tighter horizontal and vertical alignment is needed in all content areas.
3. CPS Instructional Block Guidelines are met throughout grade levels. Strategies for maximizing instructional minutes are shared. Schedules are continuously reevaluated to maximize available support personal and instructional minutes with priority to reading/writing and math content areas.

Evidence includes:

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: school-wide walk through. Staff are engaged with students 100% of their scheduled work time. Schedules are maximized to support student learning and teacher support as based on data needs. Schedules are adjusted as data is reevaluated. Student groupings are fluid as student needs change.

Armstrong average for REACH Domain 4a Reflecting on Teaching & Learning is 3.54 and 4e Demonstrating Professionalism is 3.6.

Armstrong Budget is fully aligned to CIWP priorities. Products and Programs purchased are research-based for best practice instruction. Armstrong is using Daily 5 structures and balanced literacy aligned to Fountas & Pinnel Reading levels in Kinder and 1st. Lucy Calkins reading is implemented in Grades 2, 3, and 5. Lucy Calkins Writing is implemented in Grades K – 5. Grades 6-8 create CCSS aligned Reading and Writing units. Grades K – 5 implement Envisions 2.0 CCSS Math Curriculum and Holt in Grades 6-8. Math curriculum includes Algebra, Trigonometry, and Geometry curriculum for student groupings as data indicates. Student learning is enhanced through the use of supplemental resources such as Compass Learning Odyssey, Fountas & Pinnel Leveled Literacy Instruction, Learning A to Z programs, Vocabulary Building Books, National Geographic Science, and more. Usage reports are pulled and data is reviewed. Teachers report a direct correlation between increase in reading level and time spent on RAZ kids. Professional development on these tools has been provided and continues to be provided on an ongoing basis.

Staff Position Preference Sheets are annually collected to provide leadership with staff preference. Endorsement qualifications, teacher expertise, and teacher passion are used by administration to place staff in appropriate positions.

Armstrong holds monthly BACNCLB meetings, GED classes for parents, and ESL classes for parents.

Armstrong School partners with Lawyers in the Classroom, Salesforce, S&C Electric, and Northeastern and Illinois State University for Student teachers. Asian Human Services has provided Social Emotional Support for our students and the # of incidents are down.

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"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGPR Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.) 	

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

Rigorous student tasks:

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 Math.
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.
3. Planning meetings need to include more frequent analysis of tasks for Depth of Knowledge (DOK).

Evidence:

All students are made aware and take ownership over their own learning by knowing their Reading Level and their NWEA goals. Students log their Reading and keep track of the books they read as well as their Compass Learning work. In some grades, Math teachers have students track their progress. In the 5 Essentials Report, English and Math Instruction were both rated Strong, and Academic Press was rated Very Strong.

Based upon walk through of the school wide Bulletin Boards, standards based learning objectives are being utilized throughout the school. In the 5 Essential Report, 80% of students reported being challenged in their classes, and 64% reported that teachers asked difficult questions most or all of the time.

Tasks reflect 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,

Tasks reflect the key shifts in mathematics. MARs tasks and problem solving are part of regular Math instruction. Task implementation can sometimes lower the cognitive rigor of a task.

There is some evidence of authentic student work across the grade levels.

Grade level meetings are used to analyze common assignments and reflect on student work and mastery of a standard or objective.

According to the REACH Teacher Observation data from 2016-2017, 81% 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). 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"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Site Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Strengths were noted as:

1. PreK students visit Kindergarten classrooms and have access to instructional materials and programs that are used in Kindergarten. Student groupings frequently university names.
2. Armstrong has a newcomer program for non English speakers.
3. The Counseling staff provides students with opportunities to visit high school open houses through field trips, sets up shadow dates, hosts high school informational meetings, assists students with the application process, signs up students for Freshman Connection, collaborates with high schools to enroll students, reviews their Freshman classes, and supports families with the transition to high school.

Weaknesses were noted as:

1. Our team needs to broaden student knowledge of high school, trades, and college options as well as the variety of career paths available to them.
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:

Students are discussed in detail using our end of the year DEAL THE DECK process. Student strengths, weaknesses, language, academic, and social emotional needs are analyzed to determine best placement for the coming year - where students can flourish. ELs transitioned out of the Bilingual/ESL program are monitored on their progress during their time at Armstrong. This is a yearlong, fluid process and students are moved at any point when it is determined that they will benefit.

We offer consistent outreach via in-school supports and out of school supports including SASS, Howard Area Community Center, Asian Human Services, Bilingual Advisory Council, and Parent Teacher Association.

Counselor and case manager guide students/families on how to analyze grades and test scores, and create opportunities for students to explore high school, college and career knowledge. The 7th and 8th grade team also provides Algebra, Geometry, Trigonometry, Literature Analysis, Research Writing coursework to eligible students.

Our student attendance rates are consistently higher than the district and network average.

Freshman on track data indicates

According to 2016-2017 REACH Teacher Observation, average teacher score for culture for learning was XXX

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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 8th Grade Algebra to all eligible 8th 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction , Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from meeting entry ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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. Questioning and Discussion is the lowest scoring Reach category time. (Schoolwide scoring for component 3b Questioning and Discussion is 3.13)
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:

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.

Observations show that most teachers/grade levels are not consistently using a variety of question levels that promote meaningful discourse. 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 the use of strategic partners and small groups for classwork in most classrooms. Bulletin boards show monthly evidence that students are consistently asked to cite evidence and support/make claims.

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 OST afterschool for either intervention or enrichment.

Professional development on SIOP strategies, academic language, and WIDA standards has been provided. Wait times are improving. 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. More staff members have their ESL endorsement.

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.

Teachers progress monitor and check for understanding for individual students during instruction. Teacher ability to make timely instructional changes based on analysis of data that is obtained from formative assessments from lessons needs support. Most teachers are able to analyze assessments to determine student misconceptions. Many teachers modify assessment.

Students in middle and upper grades are ability grouped according to needs so that they can receive instruction at their level. Groups are fluid (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 shows 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 a challenge for Math and reading 3-8.

According to REACH Teacher Observation from 2016-2017, 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.

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.

Many teachers create authentic tasks where students are able to select texts of interest, writing topics, etc. Most 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.

Curriculum meetings are less frequently attended since they are not mandated.

Grade level planning time is used to align and pace curriculum but not for deep planning or student work analysis. Assessment sharing and discussion among vertical grade levels and grade level subjects during grade level and curriculum meetings needs to increase throughout the year.

According to My Voice, My School Survey, teachers ask difficult questions on tests (69%), and the class really makes me think (88%).

Some teachers would like to learn more strategies to support struggling students.

Some units do not contain planned academic language.

Some task designs do not draw from student interest, backgrounds or provide choice.

Lesson plans indicate that some reading/writing classes the pacing is improving; however, we would like to squeeze in some "if then" units to supplement the curriculum.

During observations some teachers are not using formative assessment accurately.

The purpose for turn and talk, think-pair-share is not always clear or tied to the learning objective.

Lesson plan modifications for EL and DL students are vague. Sometimes the same for a week or weeks.

Most questioning is student led.

LLI is not always implemented according to protocol

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

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

Balanced Assessment and Grading

Strengths:

1. Each grade level has a Math Scope and Sequence which includes topic or chapter assessments.
2. Every grade level has a Reading and Writing Scope and Sequence that is continually being developed. Common pre and post unit assessments are administered across the grade level. K-5 use Calkins Reading and Writing Units, while 6-8 use self-created units.
3. EL/DL specialists modify assessments to allow all students fair access.
4. Curriculum reflects the key shifts in Mathematics and ELA and stretches across the range of Depth of Knowledge (DOK).

5. Literacy Curriculum incorporates leveled text to advance students comprehension of increasingly complex text.
6. Most teachers use Dibels/TRC, running records, BAS assessments, or Lexile scores to determine student reading level.
7. Most Math teachers use warm-ups or bell ringers and exit slips to assess student understandings.
8. All teachers have access to NWEA assessment data and use that data to guide instructional decisions.
9. Grading categories and weights are consistent in each grade level, and are being reviewed annually.

Weaknesses:

1. Formative assessments are not embedded into each Scope and Sequence or utilized effectively across all grade level classrooms.
2. Summative assessments are not regularly analyzed in all grade levels outside of principal directed meetings.
3. ELA units contain common pre and post assessments but not all embedded assessments are common across the grade level.
4. Common progress monitoring assessments are not utilized for Math students who are not on grade level.
5. Documentation of accommodations and modifications for students with IEPs is inconsistent, in part because some teacher assignments are changed from year to year.
6. Teachers with multiple grade levels lack common planning times with the general education teachers, which also affects the quality of planning.
7. Academic language assessments are not used in all grade levels.
8. There is not a schoolwide assessment calendar for all grade levels.
9. Grading of DL and EL students is not consistent or clearly understood across the school.

Evidence:

Schoolwide assessment calendar is still being developed.

Cycles of analyzing student work/assessments are not regularly taking place. There is limited evidence that small group instruction content and groupings are based on current assessment data.

Grade level teams created a Math Scope and Sequence plans, however, the assessments included are largely the topic or chapter assessments from EnVisions or Holt. There are not common formative assessments planned as checkpoints, and modifications for ELs and DLs are not included.

Curriculum embedded assessments have not been analyzed by teacher teams.

ELA Teachers in Grades K-5 are encouraged to attend quarterly unit planning days which supports our horizontal alignment.

Planning time for vertical alignment is scarce.

In observations, categories 1e (Designing student assessment) and 3d (Using Assessment in Instruction), the average score was 3.26 and 3.19, respectively. Additionally, 13% of teachers were rated basic or unsatisfactory in these categories, while 47% scored at a 3 in this area.

For students who are performing significantly below grade level, no consistent progress monitoring protocol is in place for Math. A variety of tools are utilized by teachers servicing these students, and communication of student progress in CCSS domains is also inconsistent.

For students who are performing significantly below grade level, no consistent progress monitoring protocol is in place for ELA in grades 4-8. LLI Intervention team does not have time slots for all students who need the support. More options for intervention support are needed.

As students move up the grades, teachers do not always know what their new students have been taught previously. More Vertical conversations are needed.

In Math upper grades, teachers previously used the "Wheel of Mastery" to help students track their own progress towards standards. This practice has not been maintained.

Teachers have requested additional professional development in progress monitoring tools for Tier 2 and 3 students.

While our DL students receive accommodations and modifications (A/M), more purposeful planning and documentation of those measures is needed. Lesson plans do not reflect what is occurring in classrooms, as often the same A/M are cut and pasted into every lesson. DL specialists may not have the same planning period as the rest of the teachers in their grade level, or may plan for all subjects as opposed to one or two, thus impacting the depth of their planning.

Some DL and EL students who are not progressing adequately have their grades increased even when they are not completing all their work, thus providing an incorrect impression of their progress.

Throughout the ILT analysis of assessment, analysis of the effectiveness of instruction, planning for misconceptions and embedded formative assessments were areas of concern.

The math team recommended increased opportunities for in depth planning similar to the ELA Unit Planning Days.

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 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.
 - 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	
	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

MTSS

Strengths were noted as:

1. George Armstrong has the following student supports: the NewComers Program, Tier 2 reading intervention and Tier 3 LLI reading intervention during school, targeted reading and math OST after school programming. Students also have Tier 2 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. More staff is ESL endorsed, and mandated to attend two professional development opportunities throughout the year to keep up with best practice strategies. SIOP professional development was provided to interested staff.
3. There is a wealth of fiction and non-fiction resources in the book 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.
5. Schedules are closely monitored so available staff members (EL, DL, ESP, and those with available periods) are placed in reading, writing and math rooms as needed based on data. Students at risk receive additional small group support during class. Student groups take place in the counseling office based on student needs.
6. Consistent attendance rates over 95%
7. Envisions Math has interventions built within the program for students, and teachers provide re-teaching of material that has not yet been mastered.
8. Solid Tier 1 instruction in all content areas, aligned across the grade level and improving vertical alignment across grade levels.

Weaknesses were noted as:

1. Many lesson plans are lacking the differentiation needed to consistently meet High, Medium, and Low learners. Lesson plans often lack enough detail for support teachers to effectively modify curriculum.
2. School wide, we need to increase the implementation and documentation of Tier 2 academic supports within the classroom. Improvements have been made to increase the levels of documentation collected and provided within student MTSS folders but more work is needed.
3. Tier 3 support is being requested for Math K – 8 and Literacy 4-8.

Evidence includes:

There was a significant decrease from 94% to 71% in the NWEA MAP Reading Growth score of All Students Grades 3-8 as measured against schools nationally. There was a decrease from 98% in 2016 to 36% in 2017 in Diverse Learners NWEA MAP Reading Growth scores as measured against schools nationally. There was a 28% decrease from 2016 to 2017 in African American Priority Group NWEA MAP Reading Growth scores as measured against schools nationally. In terms of Reading attainment, our scores increased by 7% from 2016 to our current 76% nationally.

There was a decrease from 93% in 2016 to 35% in 2017 in Diverse Learners NWEA MAP Math Growth scores as measured against schools nationally. There was a 10% decrease from 2016 to 2017 in Hispanic Priority Group NWEA MAP Math Growth scores as measured against schools nationally.

Last year, 0% of teaches in Grades K-2 progress monitored red and yellow at rate. The Case Manager reports a consistent lack of quality progress monitoring data for our students at risk. This is across grades and content areas. Schoolwide, intentional student groupings are not regularly evident. Cape Walk and DL Walk indicated a lack of evidence of differentiated instruction. There was a decrease from 93% in 2016 to 35% in 2017 in Diverse Learners NWEA MAP Math Growth scores as measured against schools nationally. There was a decrease from 98% in 2016 to 36% in 2017 in Diverse Learners NWEA MAP Reading Growth scores as measured against schools nationally.

The MTSS tool in Gradebook was adjusted to reflect interventions being used by Armstrong teachers. Folders of common Armstrong Reading, Math, and Behavioral intervention support materials were placed on the google share drive.

Frequency and targeted focus of small group interventions need improvement.

Differentiation is occurring but teachers say they lack the time to plan as deeply as they would like for small group instruction.

We need to consistently use the MTSS forms available on google drive in order to document student strengths and needs.

We use dashboard to identify students who are off track, as well as NWEA data. Winter NWEA data was extremely helpful this year. 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.

Appropriate supports are being implemented for most students. We implement various tiered level supports within the classroom setting, as well as offer reading 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.

Purple folders need to be started as early as possible and consistently documented from grade to grade.

On track data is reviewed every five weeks, and student progress over time is reviewed as well. Appropriate interventions are implemented if students are not making adequate progress.

Parents receive a letter when their child is referred for MTSS supports. Parent meetings are scheduled with students receiving Tier 3 interventions. If the child is not making adequate progress in two years' time, then the child is referred for a domain meeting.

According to REACH Teacher Observation (2016-2017), 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 Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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,

Score

1 2 3 4

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.

Culture for learning:

Strengths were noted as:

1. Teachers create a culture of respect and rapport in almost all classrooms.
2. Armstrong has a student council.
3. Armstrong has an active PBIS, GRRReat Expectations, with monthly incentives.
4. Professional development on growth mindsets has occurred and is a foundational premise upon which decisions are made.
5. 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 varied classrooms, grade levels, and with various staff members. These programs appeal to a wide variety of needs and interests.
6. Overall, students in all grades and subgroups except Diverse Learners are growing better than the national average.

Weaknesses were noted as:

1. Diverse Learners' growth continues to be a concern. Planning does not consistently address all individuals' needs throughout the school.
2. Overall, the percentage of students making national average growth is 63%, according to the 2017-18 School Quality Report.
3. Student independence in areas related to Executive Functioning is low in many cases. Areas of concern include organization, perseverance, note taking skills, recall, etc. Students do not consistently self-check their work before turning it in or analyze their own errors.
4. Positive framing is not present in 100% of classrooms; in many classrooms the positive to negative ratio is lower than our target of 7 to 1.

Evidence

According to observation data, teachers earned an average 3.49 in creating a culture of respect and rapport (Domain 2, category 2a of the Framework for Teaching). According to the five Essentials Survey, over 90% of students feel that teachers expect them to work hard, do their best, and critically think, in the classroom. However, the ILT identified making learning goals relevant to all students, and their backgrounds and interests, as an area of need. In teacher observations, categories 3b (communicating with students) and 3d (using assessment in instruction) of the Framework for Teaching are weak points, with average scores of 3.13 and 3.19, respectively.

New samples of student work are displayed monthly alongside rubrics demonstrating high learning expectations and CCSS alignment (on hallway displays and in classrooms), and throughout the building our commitment to high learning expectations is evident on our stairway tread designs and with our student created PBIS posters.

Math Growth, as assessed by MAP (grades 3-8), indicates that Armstrong students performed above 83 percent of schools nationally. Reading Growth as assessed by MAP (grades 3-8), indicates that Armstrong students performed above 71 percent of schools nationally.

According to the My School, My Voice Survey, 80% students feel challenged in their classes. A continuing issue, however, is differentiation so that all students are stretched in their learning. The ILT identified issues of "learned helplessness" with our struggling students and the need to extend the learning of our more academically able students as areas of need. In a review, not all lesson plans show daily, specific, differentiated planning for all levels of students.

As stated in the 2017-18 School Quality Report, reading growth on MAP (grades 3-8) indicates that the Diverse Learner Priority Group scored better than 36 percent of schools nationally. Math growth on NWEA MAP (grades 3-8) indicates that the Diverse Learner Priority Group scored better than 35 percent of schools nationally according to the 2017-18 School Quality Report.

Students are encouraged to think-pair-share (turn and talk) 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 opportunity to receive recognition for Star Student on a weekly basis. Student self-assessment varies from classroom to classroom; in some, teachers have students use progress trackers or test analyses. The ILT rated this category as a 3.07/4.00 and consider this an area of concern; they ask if students know HOW to self-reflect on their learning.

Teachers use informative assessments to take snapshots of students' progression towards mastery of a skill. Learning objectives are often clearly stated on classroom boards, verbally expressed at the start of lessons, and written into lesson plans and daily planning templates.

Some classrooms routinely utilize 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. All students in 3rd through 8th grade create their learning goals for NWEA growth, and many work in Compass Learning or Khan Academy to address those goals. The ILT notes that Domain 3, category 3d average scores in the Framework for Teaching is a weak point with a score of 3.19. The connection of daily classwork to student goals is not always clear. Teacher often do not clearly communicate how students will be assessed.

During the year there are literacy, Math, and science nights that feature engaging academic activities and a home-school connection. Student work is displayed at the History and Art Fair. Students are 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. However, developing students' perseverance, especially for those who struggle, remains a concern.

Reviews of gradebooks indicate that the same students struggle academically over time, and the documentation of MTSS interventions varies from classroom to classroom. This is hampered by a lack of a specific MTSS system for Math as well as for literacy in the upper grades.

Although many teachers are using the PBIS Tiger Paw system, work still needs to be done to improve teacher to student interactions to a 7 positive to 1 negative ratio.

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"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQR² Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/te) ✓ ASCA Mindsets & Behaviors 	

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

Relational Trust:

Strengths were noted as:

1. According to survey data and observations, adult-student interactions are mostly positive and help to develop trusting relationships.
2. Diversity is embraced and celebrated through assemblies, bulletin boards, International Day, and within the curriculum.
3. Teachers support and respect one another and feel respected and valued by principal. Staff members organize social events for the staff during the year, including Pay Day breakfasts before school. Teachers worked together in team building games at BOY in-service days. Teachers also come together to support staff members experiencing joys and sorrows.

Weaknesses were noted as:

1. Opportunities for older students to mentor younger students are somewhat limited.
2. Student-teacher trust is listed as neutral in the 5 Essentials report.

Evidence:

BOY PD focused on developing relationships with students and we have had ongoing PD on cultural sensitivity, Second Step, restorative practices and the effects of trauma on students.

In the 5 Essentials report, 71% of students felt that their teachers kept their promises. However 92% felt comfortable with their teachers, 87% felt that their ideas were listened to and 91% of students felt that they were being treated with respect.

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.

Students have many opportunities to build positive relationships. OST and sports programs provide opportunities to learn team mentality and cooperation. Upper grades Math students develop and manage Math programs for younger students.

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.

In the 5 Essentials report, 91% of teachers say that it's OK to discuss feeling and worries with the principal, and 94% say that the principal looks out for the welfare of faculty members. 92% trust the principal at his word and feel respected by him, and 96% think he is an effective manager. 95% of teachers trusted other teachers. 94% of teachers felt safe to discuss problems with other teachers. 94% felt that teachers respect other teachers who take the lead in school improvement efforts. 95% also say that they respect colleagues who are experts at their craft. 96% of teachers feel respected by other teachers.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

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

Student Voice, Engagement and Civic Life

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.
3. Fine arts classes allow students to express their own identities.
4. Many curricular units are geared towards our students unique cultural backgrounds and interests.

Weaknesses were noted as:

1. Beyond student council and the 7th grade social studies curriculum, there is little to no interaction with the local or federal government.
2. Since this is an elementary school, students have limited choices in the curriculum/courses that they enroll in.
3. Teacher willingness to oversee Student Council is lacking.

Evidence:

All students at Armstrong have access to various extracurricular and enrichment programs such as student council, band, Latin dance, art club, jewelry making, and sports teams through OST offerings.

Grades 7 and 8 are provided an opportunity to choose specials classes of interest to them.

According to the Five Essentials, 87% 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.

In middle school social studies classes, some students are engaged in learning about political processes and the state/federal constitutions. Some students participate in Student Council and engage in the electoral process to win elections. Lesson plans in the upper grades show that students are involved in discussions regarding current/controversial topics through text selections, videos and mock trials.

Students interact with texts/literature that highlight social activism and civil rights in both literacy and social studies classes. Black History Month, Hispanic History Month, and Women in Herstory Months are celebrated during the year with daily PA announcements and other instructional activities.

Each year, Armstrong focuses on a country to study. Lesson plans in each grade level include studies of the country. The culminating event of each year are our International Day celebrations.

The Student Council sponsors a food drive and other socially aware events each year.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.

- With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
- Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MYNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Safety & Order:

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.
4. Most students feel safe within the school.

Weaknesses were noted as:

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

Evidence:

In the 5 Essentials survey results, 81% of students felt mostly safe or very safe in the bathrooms of the school while 88% felt mostly safe or very safe in the hallways. 95% of students felt mostly to very safe in the classrooms, and 92% of students feel safe and comfortable with their teachers. 95% of teachers report that they trust their colleagues. 94% of teachers felt that most/nearly all teachers maintain discipline in the entire school.

In the areas around school, however, only 68% of students feel mostly or very safe and only 76% feel mostly or very safe traveling to and from school. Repeated requests for police presence around the school during transition times have not been met. We have all ESP staff and 2 full time security guards outdoors at dismissal time daily. Armstrong has Parent Patrol support at arrival time.

Teachers are trained annually on PD days on safety procedures. Procedures are posted in all classrooms including safest evacuation routes and intercom codes.

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.

Armstrong uses our GRRREAT Expectations (PBIS) program to acknowledge good behavior (often on the spot through a ticket system). Prizes are given monthly. Teachers have also been trained in restorative justice techniques, and all classrooms have weekly Second Step SEL lessons.

Armstrong has two full time security guards and morning parent patrol who assist with disciplinary issues.

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.
- **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.
- **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"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Restorative Approaches to Discipline

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.
4. Armstrong has a Behavioral Health Team that meets regularly.
5. Weekly Second Step lessons take place in all homerooms

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.
3. As a whole, positive communications between the school and parents needs to increase.

Evidence:

The number of misconducts is declining; last year, there were 83 misconducts in groups 1 through 5, this year we have had 43 to date. Last year we had 20 out of school suspensions, this year, we have had 8. 81% of responses to misconducts are instructive/corrective. 74% of all incident occur in the classroom, as opposed to hallways, playground, cafeteria and other combined.

Most teachers post, refer to, and model expected behaviors, and establish classroom routines for daily activities. Our GRRReat expectations system includes routines and procedures for the school wide learning environment. Our PBIS system encourages all staff to acknowledge positive student behaviors and provides both short and long term incentives for students.

Some teachers use classroom DoJo or other communication procedures to inform parents of their children's behavior, however, after reviewing Logger, most contacts with parents are for negative reasons. 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 working together. Students on behavior plans receive positive incentives for improved behaviors. We continue to work on developing behavioral intervention plans that address individual student's needs.

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, they tend to be removed. When students are removed from the classroom, they are supported by administration, the teacher or the counseling team. Most teacher-student or administrator-student conferences are restorative in nature, and do provide students with strategies to cope with or address personal problems that affect their academic/social emotional success. In extreme cases, students are given detentions or in school suspensions and provided with the work they have missed so they can complete it in a designated space.

According to REACH Teacher Observation data, 98% of teachers were rated proficient and above for creating an environment of respect and rapport and 93% of teachers were rated proficient and above for managing student behaviors. However, in that category, 20% of teachers were rated a 3, so there is still room for growth.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

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. Increased parent participation in monthly meetings is desired.
2. Parent volunteerism has been challenging with the new registration process.
3. Robocalls have been our best communication tool and our use of them has been curtailed per district recommendation.
4. Parents would like our website to be up to date for all classrooms and more information on teacher

Analysis/Evidence Statements:

A parent survey was sent home to all parents, in English and Spanish, by our LSC. 93% of respondents feel comfortable contacting school staff regarding any issue that arises. 89% of respondents agree that teachers are willing to meet with them to discuss their student's needs and 85% agree that administration is able to solve problems that cannot be resolved by the teacher.

Qualitative statements overwhelmingly indicate that parents are pleased with the education being provided and are happy to be a part of the Armstrong community.

Parent's Room holds NCLB sponsored weekly EL classes and GED classes for our parents.

Although we have tried several different models, Open House is not widely attended by our parents.

Armstrong sets up Parent Portal registration tables at all school events. Parent portal logins are lower than desired.

Parents are invited to many performances and activities throughout the school year. Armstrong hosts Family Curriculum Nights for Math, Reading, History, Science, Art, International Day, Kindergarten and 8th grade Graduation ceremonies, and sports events.

There are multiple opportunities for parent partnerships, like: Parent Patrol with CAPS, NCLB and LSC monthly meetings, ESL and GED classes, PTA monthly, BAC bi-monthly. Administration attends all of the above.

Communication with parents is 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.

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. We have a partnership with Asian Human Services to further support our families.

Communications with information regarding resources are sent home throughout the year, including: info on free dental/medical services, links for literacy/math help, and event flyers. A parent handbook has been created in English and Spanish containing school policies, procedures, and supports including login information for academic support resources.

Information flyers are sent home in Spanish as well as English. Some are sent in Urdu as well. All languages are not always represented. During parent meetings (report card pick-up etc) translation is provided as needed. Armstrong staff is representative of the populations served and staff members are available to provide translation/interpretation services. All bilingual staff support parent communication as needed. Armstrong also utilizes paid professional translation services when necessary.

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

School Excellence Framework Priorities

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

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	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊖
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊖
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
A consistent focus on balanced literacy, progress monitoring, Unit planning days, a wide availability of leveled resources.and more robust CCSS aligned units should support this planned growth.	94.00	71.00	71.00	87.00	89.00
National School Growth Percentile - Math					
Upgrading to the CCSS aligned version of our existing Math curriculum, consistency among placement of math teachers, a closer alignment of whole class and targeted small group instruction to NWEA Winter RIT Bands should support this growth	88.00	83.00	82.00	92.00	94.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Our rising attainment in Reading and Math should be supportive of an increased percentage of students meeting/exceeding national Ave. growth norms. Newcomer programs, advanced classes in grades 2 through 8 and math curriculum additions such as algebra, trig, geometry, and LLI intervention supports should support this growth. Students at risk will be targeted for after school support.	68.40	63.10	69.00	74.00	78.00
African-American Growth Percentile - Reading					
Culturally relevant texts and units have been added to our reading curriculum. Texts that appeal to a diverse student body are available. Restorative practices, calm classroom, and Second Step curriculum help students focus on learning. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive.Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive.	90.00	62.00	60.00	89.00	91.00
Hispanic Growth Percentile - Reading					
Culturally relevant texts and units have been added to our reading curriculum.Texts that appeal to a diverse student body are available. Restorative practices, calm classroom, and Second Step curriculum help students focus on learning. Many Spanish speaking staff are available to support our students. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive.	92.00	70.00	60.00	83.00	86.00
English Learner Growth Percentile - Reading					

The number of teachers with EL endorsements continues to rise. Daily newcomer classes, WIDA training with a focus on Key Uses, SIOP training, and technology supports including RAZ kids, Starfall, and Imagine Learning should support this goal.

96.00

87.00

55.00

87.00

74.00

Diverse Learner Growth Percentile - Reading

We are providing professional development for teachers about diverse learners and holding high expectations for them. We are working with the network ISL to support our DL teachers on effective goal setting for DL students. We are trying to increase student voice to increase student engagement. Schoolwide focus on differentiation encourages planning for student misconceptions and, beginning by modifying for 3 levels: High, Medium, and Low. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support.

98.00

36.00

35.00

76.00

91.00

African-American Growth Percentile - Math

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 77%. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive. Restorative practices, calm classroom, and Second Step curriculum help students focus on learning. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support.

87.00

85.00

65.00

87.00

90.00

Hispanic Growth Percentile - Math

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 75%. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive. Restorative practices, calm classroom, and Second Step curriculum help students focus on learning. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support.

83.00

73.00

73.00

88.00

90.00

English Learner Growth Percentile - Math

The number of teachers with EL endorsements continues to rise. Daily newcomer classes, WIDA training with a focus on Key Uses, SIOP training, and technology supports including Khan Academy, Reflex Math, Starfall, and Imagine Learning should support this goal. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support. Winter MAP is being used to progress monitor progress towards goal and identify gap areas for each student.

88.00

94.00

70.00

92.00

94.00

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 50%. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support. Winter MAP is being used to progress monitor progress towards goal and identify gap areas for each student.

93.00

35.00

46.00

81.00

84.00

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

Increased opportunities for students to independently read throughout all curricular areas will drive our increase to 77%. Building assessment checkpoints into the Calkins Units will provide more timely data on student master towards goals. Fully implemented writing units provides the daily application of literacy skills.

69.00

76.00

70.00

80.00

83.00

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.

76.00

82.00

85.00

86.00

88.00

National School Attainment Percentile - Reading (Grade 2)

Implementing Calkins reading and writing units at a brisker pace, improving our "At Rate" Dibels/TRC progress monitoring, earlier identification of at-risk students and timely placement of at-risk students in LLI should support our goal of 78%.

77.00

75.00

80.00

73.00

75.00

National School Attainment Percentile - Math (Grade 2)

Continuing professional development, coaching and coordinating 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 75%. Incorporating more student choice/student voice, using examples that our students can relate to/understand and incorporating executive functioning skills training into our social emotional curriculum will be supportive. Restorative practices, calm classroom, and Second Step curriculum help students focus on learning. Teacher PD has taken place on how to use NWEA grouping supports on the learning continuum to plan strategic small group support.

78.00

80.00

80.00

84.00

86.00

% of Students Making Sufficient Annual Progress on ACCESS

Increased professional development on identifying student progress in all four domains of language acquisition as tracked by key uses documents, staff SIOP training, newcomer program, and academic language support focus should make it possible for us to reach this goal. Increased number of staff with EL endorsements. Reviewing lesson plans for appropriateness of supports to student task.

40.30

(Blank)

53.00

50.00

55.00

Average Daily Attendance Rate

Average Daily Attendance is somewhat stable at Armstrong.

96.20

96.00

96.00

96.20

96.30

My Voice, My School 5 Essentials Survey

Well Organized:

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

have consistent placement of Math teachers, with additional Math instructional support, provide a program of regular professional development according to teacher need in the areas of differentiation, Math vocabulary development and support for struggling students and using peer visits; and include student work analysis, quarterly Math planning days, and develop a Math assessment calendar for each grade level,

more deeply planned instruction using specific formative assessments, differentiated tasks, visual supports, sentence frames, progressive practice with targeted small group instruction aligned with NWEA RIT bands and in response to formative assessments,

improved Tier 1 Math Instruction and targeted Tier 2 and 3 interventions aligned to students' needs, as measured by increased schoolwide achievement from 82% National School Growth Percentile in Math to 85%.

Tags:

Planning, Differentiation, Assessment, Academic language

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Status
Provide Quarterly planning days for Math teacher teams to review and adjust the Scope and Sequence CCSS maps. In depth planning of each quarter's work will include pre-assessments and specific formative assessments, daily progressive practice items, visual supports, sentence frames and differentiated tasks.	Grade level Math teachers, including DL & EL specialists, Math Coach	Aug 27, 2018 to Jun 28, 2019	On-Track

Planning for instruction

Develop an overall plan for SY18-19 and SY 19-20 Math professional development, utilizing principal directed grade level meetings, grade level meetings, curriculum meetings and in-service days to address teacher needs.	Administration, Math Coach, Math Curriculum chairpeople	Aug 27, 2018 to Jun 30, 2020	On-Track
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Professional development

Provide professional development on effective peer coaching and feedback to prepare teachers for engaging in peer observations in Math classes. Increase opportunities for peer visits (in terms of scheduling, etc.) will be facilitated through the Math Curriculum Committee.	Math Curriculum Committee, Math teachers	Sep 17, 2018 to May 24, 2019	On-Track
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Peer observation, Peer coaching

Continue professional development in growing ELs' mastery of Math vocabulary and assessing that growth, using SLOP practices as well as practices learned at Building the Skills and Confidence of Your Struggling Math Students.	Math Teacher Leaders, Math Curriculum Committee	Jul 1, 2018 to Jul 30, 2020	On-Track
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Academic vocabulary, Sheltered instruction

Math and Science teachers at each grade level will continue to collaboratively plan units integrating the CCSS for Math and the NGSS through real life problems and situations.	Math and Science teachers	select	On-Track
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Curriculum planning, Curriculum alignment

Ongoing, collaborative data analysis of curricular assessments will continue in grade level meetings. Teachers will use the data to guide their next instructional moves.	Math teachers, administration	select	On-Track
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Assessment analysis

Develop an in-house orientation and mentoring program for teachers new to Armstrong AND supports for teachers who change grade levels or content areas. Provide more in depth orientation to Armstrong Curriculum resources at BOY. Provide subs or extended day pay as needed to implement orientation program.	Administration	select	On-Track
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Peer mentoring

Strategy 2

If we do...

If we continuously improve our CCSS reading and writing units (that include essential questions, student friendly learning/language objectives, vocabulary supports, rigorous high interest student tasks, quality leveled and shared text, frequent formative assessments,

...then we see...

quality Tier 1 Literacy Instruction, fewer curriculum gaps, targeted small group instruction based on student need, and improved literacy curriculum alignment across the school,

...which leads to...

increased school-wide achievement from 71% National School Growth Percentile in Reading to 75%

common summative assessments and co-planned supports for DL and EL students) and adjust instruction as needed based on a timely review of student assessment data

Tags:

Professional development, Balanced literacy, Balanced grading and assessment, Differentiation, Student growth, Curriculum mapping

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Status
Continue to send teachers to the District and Network Literacy trainings.	Principal	Jul 1, 2018 to Jun 30, 2020	On-Track

Literacy/Reading, Instruction, Professional development, Strategies, Growth measures, Tru

Continue partnership with Chicago Literacy Group. Continue to send teachers to unit planning days to review and adjust quarterly grade level maps and improve pacing.	A.P. Bedtke	Jul 1, 2018 to Jun 30, 2020	On-Track
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Literacy/Reading, Curriculum mapping, Curriculum planning, Reading workshop

A common unit planning template will be used for reading and writing units K-5. Depth of units will increase as planning time permits to include learning and language objectives, academic language, sentence frames, vocabulary, word work/spelling, grammar, text titles, tasks to be completed, anchor charts, DL and EL modifications, homework, etc.	Reading and Writing Curriculum Committee	select	On-Track
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Ccss, Curriculum maps

Implement Lucy Calkins Reading and Writing Units with fidelity in Grades 2 through 5. Continue to identify unit gaps and supplement units accordingly. Improve unit pacing. Current pace is approximately 4 units plus mini PARCC unit. Goal is 4 units plus 2 "if then" units.	A.P. Bedtke	select	On-Track
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Quality implementation

With feedback from all via Google Survey, develop our school-wide assessment plan and calendar for Reading/Writing: include summative and formative assessments, modified assessments, progress monitoring, standards alignment, etc. Focus on improving assessment, with individual teachers, via the formal REACH observation process during planning 1e and post implementation 3d.	Principal	select	On-Track
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Comprehensive assessment plan

Curriculum teams and grade level teams will meet to collaboratively review grade level assessments - across the grade level and across grades. Item analysis will be conducted to assess standards alignment and rigor of assessments. (pre and post writing assessments)	Asst Principal	Jun 25, 2020 to Jun 30, 2020	On-Track
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Assessment design, Aligned assessment

Improve teacher implementation of formative assessment and the resulting data, ie conference notes to create targeted small group instruction/ strategy groups. Focus on assessment planning and effectiveness through Formal Reach Observation process.	Admin Team/Grade Level Teams	select	On-Track
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Formative assessment, Flexible grouping, Assessment data analysis

Maintain a progress monitoring fidelity of 90% in Grades K - 2. Improve analysis and use of Dibels/TRC data to drive instruction. Grade level meetings will review this data and learn to use the Small Group Advisor to plan strategy groups.

Admin

select

On-Track

Progress monitoring, Flexible grouping, Assessment data analysis

As a team, design our own rubrics based on the Lucy Calkins Reading and Writing Rubrics to make them clear to students, teachers, and parents .

Asst. Principal

select

On-Track

Rubric design

Annually review grading categories and weights by grade and content area.

Reading and Writing Curriculum Committees

select

On-Track

Alignment assessment

Grade level teams will design student interest surveys during August PD days and administer surveys during the first week of school. Results will be analyzed and classroom genre libraries organized to meet student interest. Build genre studies into reading and writing maps.

Asst. Principal

select

On-Track

Student interest, Genre studies

Implement Words Their Way Spelling Program with fidelity in Grades K through 4. Collect books at end of year to pass on to next grade level. Assess each student quarterly.

A.P. Bedtke

select

On-Track

Word study

Every student K - 5 will have a RAZ kids account for access to leveled reading materials. Provide more teacher training on Learning A to Z products.

A.P. Bedtke

select

On-Track

Leveled books, Home school connections

Provide differentiated, choice, or staff developed PD, use reach data and surveys to determine teacher PD needs and allow teachers to create self directed PD plans upon admin approval.

ILT

select

On-Track

Professional development, Differentiation, Teacher feedback

Continue to grow annual Family Literacy Night and include parent education component in event schedule. Incorporate a book theme that brings books to life.

Reading and Writing Curriculum Committees

select

On-Track

Family night events, Family engagement

Implement SSR or DEAR once monthly, school-wide to improve the culture for reading.

Reading and Writing Curriculum Committees

select

On-Track

Culture of learning, Reading strategies

Include handwriting instruction in grades K-3 through a mini lesson, short practice, and homework model to improve writing stamina. Zaner-Bloser method.

Asst. Principal

select

On-Track

Writing stamina

Select school-wide vocabulary strategies to reinforce in Grades 3 - 8 (i.e. Frayer model)	Reading Curriculum Committee	select	On-Track
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Vocabulary

Preteach Academic Vocabulary as part of unit design.	Admin	select	On-Track
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Siop, Academic vocabulary

Incorporate SPECTRUM language arts grammar workbook to support vertical alignment and grammar practice. Review Linda Hoyt grammar alignment.	Asst. Principal	select	On-Track
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Grammar

Strategy 3

If we do...

purchase additional special education teachers, strategically schedule staff so that teachers service the least content/ grade level combinations possible and all available slots are used for interventions, provide common planning time to facilitate co-teaching, relevant professional development and share lesson/unit plans in a way that lends itself to collaboration

...then we see...

deeper planning for multiple levels of student ability with modified student tasks and assessments and more direct staff ownership of student growth scores

...which leads to...

an increase in Diverse Learner NWEA Math Growth from 36% to 50% and Diverse Learner NWEA Reading Growth from 36% to 50% and English Learner NWEA Reading and Math Growth Scores in the 80% Range

Tags:

MTSS, English Learners, Diverse learner modifications

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Continue PD on co-teaching with a focus on collaborative planning and communication	Case Manager	Jul 1, 2018 to Jun 30, 2020	On-Track

Co-teaching, Modifications, Accomodations, Co-planning

Provide PD supports on effective small group planning, beginning with 3 levels (high, on grade level, low) and strategy groups based on data	Math Lead	select	On-Track
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Professional Learning, Flexible grouping, Peer coaching

Limit # of content/grade combinations that the DL/EL teachers support to increase the possibility of effective co-planning	AP Thaker	select	On-Track
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Scheduling, Co-teaching, Collaboration time

Review schedule to utilize ESP staff and Specials Staff to push in every available period for intervention supports	AP Thaker	select	On-Track
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Interventions and supports, Intervention time

Research and select model and materials for Math Interventions. Provide Tier 3 math intervention for struggling students.	Math Coach	select	On-Track
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Tier 3 intervention

Provide LLI training to ESP staff	AP Bedtke	select	On-Track
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Interventions and supports

Review progress monitoring documentation aligned to the goals within IEPs	Case Manager	select	On-Track
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Progress monitoring

Improve special education teacher content knowledge in core subject areas through relevant professional development opportunities	Admin, Case Manager, Math Lead	select	On-Track
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Content knowledge

Create a binder of progress monitoring probes	Case Manager with Angela Pappas	select	On-Track
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Progress monitoring

Strategy 4

If we do...

...then we see...

...which leads to...

improve our implementation of GRRR our PBIS, expand our Second Step SEL curriculum to full year and implement with fidelity, continue professional development and implementation of restorative conversations between staff and students, increase opportunities for student voice and leadership, and improve our implementation of behavioral interventions,

increase in positive self esteem, school pride, loyalty, trust between admin, staff and students, improved culture for learning,

an increase in attendance, a decrease in behavior referrals, and an increase in supportive environment score on My School My Voice Survey.

Tags:

Student voice, Culture for learning

Area(s) of focus:

3, 4

Action step

Responsible

Timeframe

Status

Provide professional development on Social Emotional Supports.	Admin/ILT	select	On-Track
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Culture and climate, Culture and climate leadership

Develop a year long scope and sequence of SEL by grade level with executive functioning/organizational skills, current classroom concerns, and available Second Step and Calm Classroom curriculum supports.	Grade level teams	Aug 30, 2018 to Sep 30, 2018	On-Track
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Culture for learning

All teachers will begin the year with a review of our GRRReat Expectations! PBIS system and the Armstrong Star Student Pledge.	All teachers	select	On-Track
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Culture and climate

Grade level teams will develop common student interest surveys, distribute and collect the surveys during the first week of school, and review the results to get to know their students.	(Blank)	select	On-Track
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Student Voice: Social Studies committee will share responsibility for Student Council and election.	(Blank)	select	On-Track
Increase opportunities for student leadership and student voice throughout the school year.	(Blank)	select	On-Track
Continue professional development on restorative practices.	Gant	select	On-Track
Create targeted counseling/social work support groups.	Gant/Swanson	select	On-Track
Develop and implement protocols to gather data on the frequency of positive staff-student interactions and trends will be reviewed.	(Blank)	select	On-Track
All staff will carry Tiger Paws with them when traveling through the halls and award Paws to classes and students following our GRRReat Expectations.	(Blank)	select	On-Track

Action Plan

Strategy 1

ON-TRACK

Provide Quarterly planning days for Math teacher teams to review and adjust the Scope and Sequence CCSS maps. In depth planning of each quarter's work will include pre-assessments and specific formative assessments, daily progressive practice items, visual supports, sentence frames and differentiated tasks."

Aug 27, 2018 to Jun 28, 2019 - Grade level Math teachers, including DL & EL specialists, Math Coach

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Unit maps

ON-TRACK

Develop an overall plan for SY18-19 and SY 19-20 Math professional development, utilizing principal directed grade level meetings, grade level meetings, curriculum meetings and in-service days to address teacher needs."

Aug 27, 2018 to Jun 30, 2020 - Administration, Math Coach, Math Curriculum chairpeople

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Schoolwide PD Plan

ON-TRACK

Provide professional development on effective peer coaching and feedback to prepare teachers for engaging in peer observations in Math classes. Increase opportunities for peer visits (in terms of scheduling, etc.)will be facilitated through the Math Curriculum Committee."

Sep 17, 2018 to May 24, 2019 - Math Curriculum Committee, Math teachers

Status history

Aug 20

ON-TRACK Aug 20, 2018
Evidence
PD Agendas

ON-TRACK

Continue professional development in growing ELs' mastery of Math vocabulary and assessing that growth, using SIOP practices as well as practices learned at Building the Skills and Confidence of Your Struggling Math Students."

Jul 01, 2018 to Jul 30, 2020 - Math Teacher Leaders, Math Curriculum Committee

Status history

Aug 20

ON-TRACK Aug 20, 2018
Evidence
PD Agendas

ON-TRACK

Math and Science teachers at each grade level will continue to collaboratively plan units integrating the CCSS for Math and the NGSS through real life problems and situations."

- Math and Science teachers

Status history

Aug 20

ON-TRACK Aug 20, 2018
Evidence
Unit Maps

ON-TRACK

Ongoing, collaborative data analysis of curricular assessments will continue in grade level meetings. Teachers will use the data to guide their next instructional moves."

- Math teachers, administration

Status history

Aug 20

ON-TRACK Aug 20, 2018
Evidence
Schoolwide Assessment Plan

ON-TRACK

Develop an in-house orientation and mentoring program for teachers new to Armstrong AND supports for teachers who change grade levels or content areas. Provide more in depth orientation to Armstrong Curriculum resources at BOY. Provide subs or extended day pay as needed to implement orientation program."

- Administration

Status history

Aug 20

ON-TRACK Aug 20, 2018
Evidence
Opening Handbook

Strategy 2

ON-TRACK Continue to send teachers to the District and Network Literacy trainings."
Jul 01, 2018 to Jun 30, 2020 - Principal

Status history



ON-TRACK Aug 20, 2018
Evidence
Sign-in sheets

ON-TRACK

Curriculum teams and grade level teams will meet to collaboratively review grade level assessments - across the grade level and across grades. Item analysis will be conducted to assess standards alignment and rigor of assessments. (pre and post writing assessments)"

Jun 25, 2020 to Jun 30, 2020 - Asst Principal

Status history



ON-TRACK Aug 20, 2018
Evidence
Curriculum Committee Agendas and Notes

ON-TRACK

Continue partnership with Chicago Literacy Group. Continue to send teachers to unit planning days to review and adjust quarterly grade level maps and improve pacing."

Jul 01, 2018 to Jun 30, 2020 - A.P. Bedtke

Status history



ON-TRACK Aug 20, 2018
Evidence
Curriculum Unit Plans

ON-TRACK

Improve teacher implementation of formative assessment and the resulting data, ie conference notes to create targeted small group instruction/ strategy groups. Focus on assessment planning and effectiveness through Formal Reach Observation process."

- Admin Team/Grade Level Teams

Status history



ON-TRACK Aug 20, 2018
Evidence
Weekly data discussions, small group planning docs, REACH scores in 1e and 3d.

ON-TRACK Annually review grading categories and weights by grade and content area."
- Reading and Writing Curriculum Committees

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Gradebook

ON-TRACK

Implement Words Their Way Spelling Program with fidelity in Grades K through 4. Collect books at end of year to pass on to next grade level. Assess each student quarterly."

- A.P. Bedtke

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Student assessment data

ON-TRACK

Every student K - 5 will have a RAZ kids account for access to leveled reading materials. Provide more teacher training on Learning A to Z products."

- A.P. Bedtke

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Raz usage reports

ON-TRACK

Implement Lucy Calkins Reading and Writing Units with fidelity in Grades 2 through 5. Continue to identify unit gaps and supplement units accordingly. Improve unit pacing. Current pace is approximately 4 units plus mini PARCC unit. Goal is 4 units plus 2 "if then" units."

- A.P. Bedtke

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
Reading Unit Maps

ON-TRACK

Provide differentiated, choice, or staff developed PD, use reach data and surveys to determine teacher PD needs and allow teachers to create self directed PD plans upon admin approval."

-ILT

Status history

Aug 20

ON-TRACK

Aug 20, 2018
Evidence
PD Agendas

ON-TRACK

Continue to grow annual Family Literacy Night and include parent education component in event schedule. Incorporate a book theme that brings books to life."

- Reading and Writing Curriculum Committees

Status history



Aug 20

ON-TRACK

Aug 20, 2018

Evidence

Literacy night flyer and agenda

ON-TRACK

Implement SSR or DEAR once monthly, school-wide to improve the culture for reading."

- Reading and Writing Curriculum Committees

Status history



Aug 20

ON-TRACK

Aug 20, 2018

Evidence

Time Distribution Sheets

ON-TRACK

A common unit planning template will be used for reading and writing units K-5. Depth of units will increase as planning time permits to include learning and language objectives, academic language, sentence frames, vocabulary, word work/spelling, grammar, text titles, tasks to be completed, anchor charts, DL and EL modifications, homework, etc."

- Reading and Writing Curriculum Committee

Status history



Aug 20

ON-TRACK

Aug 20, 2018

Evidence

Reading and Writing Unit maps

ON-TRACK

With feedback from all via Google Survey, develop our school-wide assessment plan and calendar for Reading/Writing: include summative and formative assessments, modified assessments, progress monitoring, standards alignment, etc. Focus on improving assessment, with individual teachers, via the formal REACH observation process during planning 1e and post implementation 3d."

- Principal

Status history



Aug 20

ON-TRACK

Aug 20, 2018

Evidence

Assessment plan document, REACH observation average teacher score 1e and 3d.

ON-TRACK

Include handwriting instruction in grades K-3 through a mini lesson, short practice, and homework model to improve writing stamina. Zaner-Bloser method."

- Asst. Principal

Status history



Aug 20

ON-TRACK Aug 20, 2018
Evidence
Gradebook review, Pop in visits

ON-TRACK Select school-wide vocabulary strategies to reinforce in Grades 3 - 8 (i.e. Frayer model)"
- Reading Curriculum Committee

Status history



ON-TRACK Aug 20, 2018
Evidence
NWEA growth scores

ON-TRACK Preteach Academic Vocabulary as part of unit design."
- Admin

Status history



ON-TRACK Aug 20, 2018
Evidence
Access Scores NWEA vocabulary scores

ON-TRACK Incorporate SPECTRUM language arts grammar workbook to support vertical alignment and grammar practice. Review Linda Hoyt grammar alignment."
- Asst. Principal

Status history



ON-TRACK Aug 20, 2018
Evidence
Gradebook grammar grading and NWEA scores. Student writing samples

ON-TRACK Grade level teams will design student interest surveys during August PD days and administer surveys during the first week of school. Results will be analyzed and classroom genre libraries organized to meet student interest. Build genre studies into reading and writing maps."
- Asst. Principal

Status history



ON-TRACK Aug 20, 2018
Evidence
Survey results and school walk to review classroom libraries. Unit Map review.

ON-TRACK As a team, design our own rubrics based on the Lucy Calkins Reading and Writing Rubrics to make them clear to students, teachers, and parents ."
- Asst. Principal

Status history



ON-TRACK Aug 20, 2018
Evidence
Rubric documents

ON-TRACK
Maintain a progress monitoring fidelity of 90% in Grades K - 2. Improve analysis and use of Dibels/TRC data to drive instruction. Grade level meetings will review this data and learn to use the Small Group Advisor to plan strategy groups."
- Admin

Status history



ON-TRACK Aug 20, 2018
Evidence
Dibels fidelity reports, small group lesson plans.

Strategy 3

ON-TRACK Continue PD on co-teaching with a focus on collaborative planning and communication"
Jul 01, 2018 to Jun 30, 2020 - Case Manager

Status history



ON-TRACK Aug 20, 2018
Evidence
PD Agendas and Sign in Sheets

ON-TRACK
Provide PD supports on effective small group planning, beginning with 3 levels (high, on grade level, low) and strategy groups based on data"
- Math Lead

Status history



ON-TRACK Aug 20, 2018
Evidence
PD Agendas, teacher leader push in support visits.

ON-TRACK Limit # of content/grade combinations that the DL/EL teachers support to increase the possibility of effective co-planning"
- AP Thaker

Status history



ON-TRACK Aug 20, 2018
Evidence
Master schedule

ON-TRACK Review schedule to utilize ESP staff and Specials Staff to push in every available period for intervention supports"
- AP Thaker

Status history



ON-TRACK Aug 20, 2018
Evidence
Master schedule

ON-TRACK Provide LLI training to ESP staff"
- AP Bedtke

Status history



ON-TRACK Aug 20, 2018
Evidence
Training agendas

ON-TRACK Research and select model and materials for Math Interventions. Provide Tier 3 math intervention for struggling students."
- Math Coach

Status history



ON-TRACK Aug 20, 2018
Evidence
Intervention data

ON-TRACK Review progress monitoring documentation aligned to the goals within IEPs"
- Case Manager

Status history



ON-TRACK Aug 20, 2018
Evidence
Intervention logs

ON-TRACK Improve special education teacher content knowledge in core subject areas through relevant professional development opportunities"
- Admin, Case Manager, Math Lead

Status history



ON-TRACK Aug 20, 2018
Evidence
PD attendance docs.

ON-TRACK Create a binder of progress monitoring probes"
- Case Manager with Angela Pappas

Status history



ON-TRACK Aug 20, 2018
Evidence
Binder

Strategy 4

ON-TRACK Provide professional development on Social Emotional Supports."
- Admin/ILT

Status history



ON-TRACK Aug 20, 2018
Evidence
PD Agendas

ON-TRACK

Develop a year long scope and sequence of SEL by grade level with executive functioning/organizational skills, current classroom concerns, and available Second Step and Calm Classroom curriculum supports."

Aug 30, 2018 to Sep 30, 2018 - Grade level teams

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK All teachers will begin the year with a review of our GRRReat Expectations! PBIS system and the Armstrong Star Student Pledge."
- All teachers

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK

Grade level teams will develop common student interest surveys, distribute and collect the surveys during the first week of school, and review the results to get to know their students."

-

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK Student Voice: Social Studies committee will share responsibility for Student Council and election."
-

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK Increase opportunities for student leadership and student voice throughout the school year."

-
Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK Continue professional development on restorative practices."

- Gant

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK Create targeted counseling/social work support groups."

- Gant/Swanson

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK Develop and implement protocols to gather data on the frequency of positive staff-student interactions and trends will be reviewed."

-

Status history



ON-TRACK Aug 20, 2018
Evidence

ON-TRACK
All staff will carry Tiger Paws with them when traveling through the halls and award Paws to classes and students following our GRRReat Expectations."

-

Status history



ON-TRACK Aug 20, 2018
Evidence

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 the 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.

ESSA Program

ESSA 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.

ESSA 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

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input, PTA and LSC meetings. Parent concerns are recorded via survey responses and meeting minutes. NCLB Title I Annual Meeting will be held in September 19, 2018 at 8 am, and September 19, 2019 at 9am. All parents are invited to the meeting. therefore, parents will be able to give their input on the parental involvement needs at Armstrong School. The Title 1 Annual meeting will be held at 8:00 a.m. Every parent receives an ARMSTRONG Calendar that contains the dates and times of all meetings and events.

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

Joint development of the plan, policy, review and update process is accomplished annually with PAC and BAC input, PTA and LSC meetings. Parent concerns are recorded via survey responses and meeting minutes. NCLB Title I Annual Meeting and Title 1 PAC Organizational Meeting will be held in September 2018, and September 2019 and September 2020. All parents are invited to the meeting. therefore, parents will be able to give their input on the parental involvement needs at Armstrong School. The Title 1 Annual meeting will be held at 8:00 a.m. Monthly LSC, PAC, and PTA meetings are held. Bimonthly BAC meetings are held. Flyers for each meeting are printed in English and Spanish and are sent home with every student. Agendas are posted on entry doors in a timely manner. All are welcome. Refreshments are served and translation services are provided to encourage participation. Parents are allowed to bring their children to these meetings. Every parent receives an ARMSTRONG Calendar that contains the dates and times of all meetings and events.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will be informed about the curriculum at Open House in September and via informational letters, the Armstrong website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and pin codes will be sent home annually.

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.

Assessment letters regarding student performance on PARCC reading and math assessments, ACCESS assessment scores, and NWEA assessment letters are provided to parents in print and distributed as soon as the district permits.

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.

Parents of any child who is taught for at least 4 consecutive weeks by staff who is not highly qualified in the subject he/she is teaching, will receive a written notice of the discrepancy in a timely manner. District dashboard provides us with timely information on teacher credentials.

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

Parents will be informed about the Common Core State Standards, Next Generation Science Standards, SEL and PE Standards and mandated assessments at Open House in September and via informational letters, the Armstrong website, and various parent meetings scheduled as needed. PAC and BAC meetings will include information about curriculum, assessments, assessment tools, and ways to support their children. Individualized teacher and parent phone calls and conferences are scheduled as needed, report card pick up conferences, report cards, Grade-book via Parent Portal, and 5 week progress reports. Parent portal sign up and login directions and pin codes will be sent home annually. In addition to the 5 week progress reports and quarterly report cards, parents will receive a quarterly standards based progress report indicating individual student progress towards mastery of state standards.

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

Our website contains links to parent support guides in multiple languages. Our parent handbook provides login support for all technology tools that our students have access to. Staff is willing to assist parents with parent portal setup on a daily basis. Some grade levels host parent training meetings to explain grade level expectations, the ladder of text complexity, guided reading levels, and strategies to support student growth. For example, most parents do not know that repeated readings is a great fluency strategy and encourage students to keep reaching for a new book. Once they understand the value of repeated readings, they are willing to use the strategy to build fluency. Parents are provided with flyers for free tutoring services in the neighborhood. Parent training components are present at all family curriculum nights.

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

Parents have requested that all teacher websites are updated and include homework on a weekly basis. Teacher training will be conducted on how to use the Armstrong website as a vehicle for frequent communication. Many teachers use CLASS DOJO to communicate, up to the minute, with parents. Every classroom has a telephone and teachers are encouraged to call home whenever it is appropriate. Teachers are asked to reach out to teachers for positive calls to establish a respectful and welcome line of communication. It is critical for teachers to show that they genuinely care about the student or parents will be understandably defensive. Parent volunteers are welcome in the classroom. Parents are encouraged to apply for paid positions as lunchroom and parent patrol staff. Staff education will occur through our PPLC committee and monthly meetings.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Each summer, considerable time is spent in creating the calendar for the coming year. Through our partnership with S&C Electric, calendars are printed in English and Spanish for each parent. Calendaring the year out in advance allows us to coordinate program activities so that they don't conflict with each other. We have many multi-age programs so that students can participate in whatever programs will benefit them. We have a partnership with Howard Area Community Center and provide our parents with information on available supports for job placement, GED classes, interviewing skills, and many other life skills. Staff voluntarily comes in early or stays late to attend parent meetings, in an effort to work around parent schedules. Prek hosts 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 and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

We have contracted with a vendor for translations services. Staff is available to translate in Urdu, Gujarati, Hindi, Somali, Arabic, Farsi, Mandarin, French, Spanish, and Assyrian.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

n/a

School-Parent Compact

Complete

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

George B. Armstrong School of International Studies in collaboration with students, parents, and community members will value accountability and challenge all to grow while adapting within an ever-changing global and technological society. The focus will be on providing a rigorous curriculum consisting of reading, writing, mathematics, social studies, and science throughout all content areas to prepare students for college and career readiness. All stakeholders will serve as empowered advocates providing a positive, respectful culture for all students.

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 on the dates provided 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 provide parents with 5, 15, 25, and 35 week progress reports. Report Cards will be issued 4 times a year at an interval of every 10 weeks. Parents will receive a Standards Based Progress Report every 10 weeks. Parents will receive DIBELS/TRC, ACCESS, PARCC, MAP and MPG assessment results in a timely manner. Distribution dates are determined by the district. Parent portal is available at all times and teachers are asked to update their electronic grade books weekly. Teachers are asked to contact parents, as soon as possible, whenever they see a marked decline in student behavior or achievement.

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-mail, parent- teacher conference or open house. Staff will be available daily for parent consultations between 7:20 and 7:45 am. Most 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 and family members may volunteer, participate, and observe classroom activities.

Parents may volunteer to assist in classrooms by 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 class projects or other school projects as directed by the school staff. Parents may assist by going on field trips with class. Parents can observe in their child's classroom at any time, unless a formal assessment is being administered.

The LSC Volunteer Coordinator or available office staff can assist interested parents in completing the volunteer registration process. Volunteer Registration directions are available in the main office and on the Armstrong website. Parents are encouraged to attend LSC, BAC, PAC, and PTA meetings, as scheduled in the Armstrong Calendar. Parents are encouraged to run for board positions on any of these committees as outlined in each organization's bylaws.

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

Parents are encouraged to sign up for and use the parent portal on IMPACT to keep informed about their child's study habits.. Parents will attend open house, preview the curriculum and attend one on one conferences with the teacher. Parents can provide a quiet, safe place for students to complete homework. Parents can check to be sure homework is completed and turned in. Parents can support students by showing them consistent routines for organizing school materials, backpacks, folders, notebooks, and homework. Parents are asked to send students on time each day and to provide an absent note if the child misses school or is tardy.

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 Beginning of the year organizational meetings, parent surveys, 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 follow the GRRReat Expectations PBIS Code of Conduct: Go Safely, Be Respectful, Responsible, and Ready to Learn. Students will recite the Armstrong pledge weekly. Star student awards are given weekly to students who exemplify the Armstrong Pledge and PBIS. Student will document progress towards their individual academic goals on personal goal sheets.. Students will attend school daily and arrive on time.

Parent Budget

Complete

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

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. Provide opportunities for parents to improve their skill sets.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2000 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2500 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00

<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	1467	.00
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