



Phillip D Armour Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
03/20/2018	Meza, Torres, Zapata, Delanty, Wingate, Spraggins, Palomares, Gonzalez, Chuu	Review Parent Survey, Strategize SEF Priorities
03/21/2018	Meza, Torres, Zapata, Delanty, Wingate, Spraggins, Palomares	Finish reflection of SEF Framework
03/22/2018	Torres, Zapata, Delanty, Spraggins, Palomares, Chuu	Entered rating and evidence for SEF Framework
04/03/2018	Meza, Torres, Zapata, Delanty, Wingate, Spraggins, Palomares, Gonzalez, Honkala, Chuu	Review and refine SEF Framework via jigsaw
04/04/2018	Meza, Torres, Zapata, Delanty, Wingate, Spraggins, Palomares, Gonzalez, Honkala, Chuu	Complete review of SEF Framework
04/05/2018	Meza, Torres, Zapata, Delanty, Spraggins, Palomares, Gonzalez, Honkala, Chuu	Complete review of SEF Framework
04/10/2018	Meza, Torres, Zapata, Delanty, Spraggins, Palomares, Gonzalez, Honkala, Chuu	Complete review of SEF Framework
04/11/2018	Meza, Zapata, Honkala, Delanty, Wingate, Palomares, Chuu	Framework Priorities & Begin Strategies
04/12/2018	Meza, Zapata, Honkala, Wingate, Spraggins, Torres, Palomares, Gonzalez, Chuu	Strategies & Action Steps
04/16/2018	Meza, Zapata, Honkala, Wingate, Spraggins, Torres, Palomares, Gonzalez, Chuu	Strategies & Action Steps, Parent Plan
04/17/2018	Meza, Zapata, Honkala, Wingate, Spraggins, Torres, Palomares, Gonzalez, Chuu	Finalize strategies & action steps
04/18/2018	Meza, Honkala, Zapata, Wingate, Chuu	Edit action steps & strategies for staff input
04/19/2018	Meza, Zapata, Honkala, Wingate, Spraggins, Torres, Gonzalez	Revise/Edit with Staff Feedback Responses

School Excellence Framework

**Leadership & Collective Responsibility:**

Score

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

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A culture of collective responsibility for the success of all students is being developed by several school-wide systems. A coherent instructional program aligned to prioritize EL students has been developed to ensure common practices across grade levels and content areas through four consistent language strategies. MTSS structures have been revised to ensure that students receive meaningful reteaching and reassessment opportunities, and teacher schedules for MTSS have been adjusted to ensure that teachers are able to support all their students at targeted times. Weekly classroom meetings are scheduled for homeroom teachers to equip students with SEL strategies for problem solving, social awareness, and conflict resolution, and also to build classroom communities. Students are encouraged to develop skills in problem solving through speaker-box and classroom meeting conversations. Positive behavior support systems are in place to develop cohesion and a shared practice across grade levels (K-4 use Class Dojo, 5-6 use Classcraft, 7-8 use Leadership Coupons) with the focus on recognizing positive student choices and community-building. Evidence for this category includes: SEL classroom meeting planner, principal town hall schedule/slides, 5 Essentials SY17 reflecting score of "very strong" for effective leaders and collaborative teachers, school vision communicated clearly on school website.

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

**Instructional Leadership Team:**

Score

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

Armour's ILT has engaged in on-going, data-based inquiry to monitor the effectiveness of teaching and learning strategies PK-8. The current cycle of work is dedicated to developing teaching strategies that support the learning needs of EL and dual language students, which was determined after reviewing SY17 MAP data, school ACCESS scores, and the SY17 SQRP. The ILT is comprised of teacher leaders from across content areas and grade levels. The ILT examined student learning and continued to question the effectiveness of existing strategies. The ILT has developed four common practices school-wide, to be used in all grade levels and content areas as a school-wide universal practice. These four strategies have been developed, researched, and modeled by ILT teacher leaders, building the leadership capacity of master teachers within our staff. Data has been collected in ongoing learning walks to assess progress of student learning, and the ILT is committed to monitoring learning for all students, including student subgroups. The ILT has effectively built the capacity of teachers to lead professional development and cycles of learning. One way we expand and build a culture of collective responsibility is that Armour staff are actively engaged in teaching clubs and coaching sports for students outside their classroom roster. Collaboration logs and common prep periods demonstrate that special education teachers and general education teachers share ownership to see all students succeed. The special ed culture to ensure co-planning and co-teaching cultivate the expectation that all teachers share in the success of all students. Evidence for this category includes PD agendas & minutes, content & grade level meeting minutes, weekly staff and parent newsletter, and Google classroom lesson plans reflecting these strategies.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

### Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and

Score

beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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A PD Calendar is developed at the start of each school year to convey cycles of learning and professional development by grade levels, content teams, and teacher committees. Grade levels have met weekly and content teams have met by quarter, with a goal to improve school schedule to increase frequency of content teams meetings. As ILT identified language strategies as a priority, teacher leaders tried new strategies, refined skills, and shared their knowledge by modeling best practices for the whole staff. A learning walk will provide opportunities for peer support and mentoring. A goal is to monitor implementation by determining data sets to measure student learning as a result of new strategies. Another goal is to develop more data-based learning cycles to incorporate analysis of student work and progress monitoring of EL and DL students.

One goal is to commit to a PD schedule that allows for relevant, teacher-initiated topics around professional learning (i.e. PLC's devoted to questioning techniques, inquiry strategies, etc.). Another goal is to create a structured mentoring program for new teachers based on the feedback from SY18 new teachers and teachers in new roles. We could use more professional learning for math. Evidence for this category includes learning cycle reflecting EL strategy TIA, SY17 5 Essentials reflecting "very strong" rating for effective leaders and collaborative teachers; school PD plan, and PD feedback surveys.

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

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School schedule has been designed to maximize academic-engaged time by scheduling reading and writing in successive blocks as possible. Meaningful partnership with Chicago Jazz has brought grant-based music program to K-5 students. Robotics program is also enhanced by grant resources. Supplemental funds have been directed to student licenses for individualized learning via IXL, Measuring Up, NewsELA. Goals are to assess positive climate and working conditions to retain educator talent. Outreach efforts with community have yielded positive growth in the development of Friends of Armour, a Community Partnerships Subcommittee on the LSC, Frida Kahlo Community Center, and partnerships with local art galleries (Co-Prosperity Sphere, Jane Addams Hull House).

A goal is to develop school-wide criteria to prioritize allocation of support staff and resources for high-needs cohorts, grade levels and across disciplines. Interview protocol for new staff includes input with collaborating staff. One goal is to develop a set of common practices to assess and monitor student learning and efficiency of usage in IXL, Measuring Up, NewsELA, AR and Razz Kids. Evidence for this component includes a school-wide schedule reflecting strategic allocation of staff, one-on-ones with each staff member every summer, after school grant through OST for academic club programming, and our chess club grant with Rook, Rattle, and Roll.

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

**Curriculum:**

Score

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

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Armour's curriculum is anchored by curriculum maps for grade level and content areas via scope and sequence maps. Scope and sequence maps reflect alignment to weekly lesson plans. When pacing adjustments are needed based on formative data, teachers will modify unit pacing to ensure student mastery of learning objectives during both instructional and MTSS blocks. Armour also has an aligned scope & sequence for SEL benchmarks by grade level, which teachers use during weekly classroom meetings. As a Tier I practice, all teachers have begun to implement EL language strategies to ensure access to learning for students of all backgrounds. We will continue to prioritize curriculum and instruction that optimizes student inquiry and differentiation. Armour's literacy curriculum has benefitted from four years of external coaching, which has enabled literacy classrooms to develop common practices and aligned strategies.

One goal is to identify and share "big ideas" as they appear on scope and sequence maps, so that teachers have a guide to prioritize pacing and learning goals. Another goal is to develop a school-wide field trip policy so that school resources can be shared equitably across grade levels and to bring learning to life across content areas. A major goal is to develop curriculum and mapping for a school-wide science and social studies curriculum - this priority must also be addressed in school programming decisions. Another goal is to differentiate instruction and assessment for EL students and implement programs for native language literacy. Evidence of this component includes scope & sequence maps, assessments aligned to curriculum maps in weekly lesson plans, and SEL classroom meetings.

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

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [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

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Armour has developed a strong inventory of instructional materials and technology. Classroom libraries are curated and replenished twice a year, and technology is made available to students at a 1:1 ratio. A school-wide text library is also made available for book club workshop texts. Individual student subscriptions with IXL, Measuring Up, and NewsELA enable students to access a range of materials, reading levels, and interest categories. Enrichment programs are also fitted with needed materials to enhance student learning (i.e. robotics kits, art materials, PE equipment). Classrooms are fitted with projectors and Elmos to enhance student learning, and for teachers to supplement learning with exposure to digital multimedia.

One goal is to acquire and monitor ongoing resources for EL learning. We would also like to develop a technology plan to strategically incorporate technology into classrooms, including best practices and opportunities to extend classroom learning by technology. This plan will incorporate a plan to access, analyze, organize, and demonstrate best instructional practices for technology usage, including those based in our curriculum i.e. Go Math. We also need to develop a plan to update classroom resources/libraries in math, science, and social studies. Evidence in this category includes lesson plans that reflect use of curricular and instructional materials, and and MTSS template for planning to support scaffolding and differentiation.

**Guide for Instructional Materials**

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students’ higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.



- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

### Score

1 2 3 4

A goal for Armour is to establish a school-wide vision shared by parents, teachers, and staff around the expectations for student perseverance and high-quality work. Classrooms provide cognitively-challenging learning experiences through the use of workshop practices and centers, which support engaged, collaborative learning to target individual learning goals. Key shifts in literacy are addressed with the rigorous reading and writing curriculum of the Calkins' workshop model, with ample supplements for non-fiction texts and a range of text genres. Armour's art program has begun to incorporate learning experiences that enable students develop their own interpretations of the world around them, to revise and critique their interpretations, and to share them with a real-world audience via community art installations. Teachers stress opportunities for students to engage in the productive struggle within all disciplines. We want to continue to showcase the qualities of student work featuring a collective reflection of student work across grades and disciplines during common planning time.

A goal is to address key shifts in mathematics, and to identify multi-grade progressions to stress key beginnings and key end points between grade levels. This will enable students to achieve mastery in grade level benchmarks so they are equipped to tackle the next year's learning objectives. Armour would also like to enhance opportunities for authentic work for real audiences via inquiry projects students can present to each other and a larger audience, which motivates students to meet standards and engage in critique and revision. Grade level teams need time to address inquiry by themes. Develop protocol to progress monitor EL and DL student achievement and goal-setting. Evidence for this category includes our ILT learning walks focusing on EL strategies, and the classroom use of sentence/discussion stems to develop student-led inquiry and discussion (i.e. Bloom's for math classrooms).

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

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

Score

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

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Armour believes in the importance of supporting students through grade level transitions, which are often most impacted by summer loss. As a result, Armour will offer 4-5 week summer programs to target students with EL needs and those who need support to maintain academic habits. We will be intentional about inventorying student interests in securing speakers and schedules for Career Day, and offering students a chance to shadow careers outside their immediate experience. The transition to high school must also be intentionally supported by building student knowledge of high school opportunities and career paths beginning in 6th grade via high school shadowing opportunities, visits to CTE programs, magnet schools, and military programs to equip students with options for knowledge. The school counselor establishes a system to communicate with 8th grade families in the fall of their 8th grade year by scheduling one-on-one meetings with parents and students to broaden their knowledge and proficiency with high school options and good-fit opportunities. The school will also develop strategies to follow up with and monitor 9th grade FOS to assess and diagnose target areas and needs to address in our 8th graders. As a Leader in Me school, Armour students develop consistent practice in the 7 Habits of Health Kids, which support the growth of skills in persistence, engagement, work habits/organization, communication/collaboration, self-regulation, and problem-solving.

We have the goal to establish systems within our EL and SPED departments to monitor the success of students transitioning from services. Another goal is to create a structure to monitor 9th grade alum success, and freshman on-track. We will start with the SY18 graduating class to create an alumni tracker. Evidence includes high school fair attendance by local schools and students, Naviance data, and FOS metrics for Armour alumni.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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"> <li>✓ Researching College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCIB, 2006)</li> </ul>
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

Armour has developed universal Tier 1 teaching strategies that enable students to communicate their thinking effectively and collaboratively. These teaching strategies are anchored in EL best practices, and incorporate sentence/question stems, frontloading of vocabulary, metacognitive learning goals, and anchor charts/visuals. These strategies enable students to express thinking in productive language dimensions of speaking and writing. Armour's instructional model engages students to learn and be challenged at their level. With a dedicated MTSS block incorporated into daily instruction, students learn in flexible groups and are offered multiple exposures to the learning objective, including plentiful opportunities for re-teaching and re-assessment. Formative assessments are required on a weekly basis to drive effective interventions, and which enable teachers to modify instructional practice based on student performance data. Student ownership of learning is supported in our metacognitive learning practices, which transfer ownership of learning to students to assess, monitor, and goal-set their individual progression toward a learning goal.

One goal is to build opportunities for peer observations at least once a year, and to develop PLC's anchored in lesson studies and shared analysis of student learning. Evidence of this category includes Tier 1 practices that re consistent across content and grade level teams, learning walks reflecting teacher practice of the targeted instructional area, and lesson studies/research on the instructional strategy determined to be the focus for each year.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></li> </ul>

### Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

Armour teachers rely on weekly formative assessments to drive instructional priorities for the week. Lesson plans are crafted on a weekly basis to ensure timely and responsive instruction. On a quarterly basis, grade level teams review student BAG data (behavior, attendance, grades) and on-track metrics to evaluate and prioritize students supports.

A major goal is to develop a consistent grading system that clearing and consistently communicates learning progress to students. The ILT will develop a school-wide model to assess research, speaking, and listening grades. The ILT will also explore best practices for consistent grading practices re: student participation, homework (how much does it weigh, is it graded?), and grading practices for district benchmarks (i.e. F&P levels, Measuring Up scores).

One goal is to develop common assessments by content team, so that students have multiple opportunities to master learning. Another goal is to develop assessments that incorporate key shifts in math, by aligning common assessments and incorporating workshop structures into math instruction. The primary team will also work on developing common K-2 practices to use TRC data in flexible ways to target and modify intervention for students in the most effective way. Other goals include common practices to supplement curriculum when needed (i.e. Go Math word problems to increase rigor, Calkins' bend assessments which need to be teacher created).

### 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	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	✓ SGRP Distribution Reports (course success rates)
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4b. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

Armour teachers persist in instruction to tackle student misunderstandings and learning needs. Tier 1 instruction incorporates universal EL strategies used across content areas and grade levels. Learning is customized to student levels through the practices of workshop model, math centers, flexible grouping in MTSS, and metacognitive learning strategies. Universal SEL support is incorporated into the weekly learning of every Armour student via weekly classroom meetings, which enable students to collaboratively problem-solve and explore an aligned SEL scope & sequence. The counselor manages an attendance plan, requiring parents and students to meet in person for attendance contracts if attendance is below 90%. Armour has a Behavior Health Team comprised of teachers, clinicians, and special education staff to collaboratively problem-solve Tier 2 & 3 supports for students. The counselor and social worker also run several Tier 2 supports for students in small groups, including Bounce Back and Anger Coping.

Additionally, Armour capitalizes on after school opportunities to offer support to high-needs learners. These opportunities enable reteaching and reassessment practices. Progress monitoring for literacy is recorded by F&P levels, and Measuring Up is used for math. Formative assessments drive regrouping practices every five weeks to ensure relevant and targeted, individualized instruction.

Evidence for this component includes MTSS grouping documents, grade level minutes capturing on-track discussions, smaller groups of teacher to student ratio, a re-developed instructional block that incorporates MTSS into class time, effective intervention programs for math, and more resources for SEL.

## 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
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

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

1 2 3 4

Armour embodies a culture of community and collaboration, and a goal to develop student voice and student agency. Student ownership of community is introduced by a classroom compact at the beginning of every year, and is reinforced by weekly classroom meetings. Student attendance is celebrated on a monthly basis by age-appropriate, differentiated attendance incentives which message to students the importance of hard work & persistence. A school-wide goal is to incorporate student goal-setting into quarterly SEL opportunities. Armour’s universal instructional model also includes metacognitive practices, which encourage students to take ownership of their work and where they assume responsibility for their learning by persevering initiating improvements, addressing critiques, making revisions, and collaborating with peers. Teachers also use weekly formative assessments to drive student learning and student goal-setting.

One goal is to convey learning expectations through visual structures which showcase student progress. Another goal is to bring back the Leader of the Month celebration by building in regular discussions in classrooms about the 7 Habits of Healthy Kids. Middle school classrooms can develop lesson plans re: the 7 Habits to deliver to 3rd & 4th grade classrooms.

## 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 expectations.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRTP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

Armour celebrates the positive success of our students. Caring and supportive staff-student interactions are cultivated by practice of the Leader in Me values. Classroom initiate student learning about race and equity and identity through literature study. Student interactions are supportive and respectful, and are cultivated through weekly classroom meetings which aim to be student-led. A school-wide SEL scope & sequence enables students to learn a range of SEL skills on a weekly basis including empathy, social awareness, and positive relationships, with each unit culminating in a community building activity. Staff rapport is cultivated by several social committee initiatives including potluck lunches and holiday parties.

One goal is to bring incorporate Facing History into our social studies curriculum, so students have access to structured opportunities to engage in dialogue about identity, diversity, race, and empathy. Another goal is to establish a regular structure for PPC meetings to create an open dialogue between staff and administration to collaborate around professional issues. A strong effort is made to ensure an open line of communication between admin and staff around resources needed for instruction via quarterly wish lists teachers complete with requests for classroom materials.

evidence:

5Essentials, pulse check with initiatives



## Guide for Relational Trust

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>	

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

Score

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

1 2 3 4

Students at Armour develop a sense of civic life through the anchoring philosophy of our art program, which provides students an exposure to the concept of public art, and encourages students to develop a voice and to cultivate a range of ways to express ideas. Students analyze community issues and dynamics of power, identifying an audience and a response, and crafting individual interpretations through long-ranging art units that culminate in public exhibits in partnership with local galleries and institutions. Armour students also develop their voice through daily practice within the workshop writing curriculum, which encourages students to develop original interpretations of text, and to compare/contrast perspectives, analyze evidence and refute claims, and to express their ideas persuasively. Armour's universal instructional model, encompassing EL best practices, also allows students access to scaffolds/supports in all content areas, so that all students can express their opinions via productive language dimensions of speaking & writing. An annual middle school camping trip is scheduled to cultivate 7th & 8th grade leaders. Armour's summer camp will also include opportunities for middle school leadership with students becoming camp counselors.

A major goal at Armour is to develop a foundation of our social studies curriculum to reflect these values: 1.) an analysis of identity and relationship of self to community, nation, world; 2.) an opportunity to translate thought into action via service learning projects, community-based interactions, or visits with local lawmakers; and 3.) a critical analysis of social themes that range across history and current events. Armour's next steps also include the development of an active student council and the development of student leaders.

## 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"> <li>▪ MVNS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCA)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>3a. Engaging Students in Learning</li> </ul>
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

Each year, safety drills (lockdown, fire, tornado, bus, allergen) are completed according to the district calendar and recorded into our emergency planning document, FIMS. This ensures that clear safety procedures are practiced and that all staff are well-versed in practices to ensure student safety. Student transitions are expected to be in two lines, and students are expected to pass through hallways at a minimum voice level to ensure limited disruptions to student learning throughout the day. Procedures for building transitions, breakfast, and entry/dismissal have been revised and rehearsed so that student and staff entrances are clearly designated and consistently observed. Teachers and staff actively supervise student entry and dismissal, ensuring that students pack up at their lockers (grades 5-8) and are walked down out the building on a daily basis. Staff in charge of school supervision are scheduled to meet throughout the year to problem-solve issues around scheduling, recess, lunch, and student transitions. Student leaders help to supervise dismissal on the second floor. Recess staff are also trained to respond to student behaviors in consistent ways - beginning with restorative conversations anchored in a reflection of student choices, and with a shared template for student reflections for goal-setting. Student referrals are submitted in two ways: 1.) lower level classroom disturbances are recorded in a school behavior log; 2.) higher level instances are referred to the Behavioral Health Team for supports.

## 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"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
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"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

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.

### Score

1 2 **3** 4

Armour classrooms proactively cultivate positive student behavior through weekly classroom meetings for students to problem-solve, share, and collaborate around SEL learning. Our SEL scope and sequence enables teachers and staff to be aligned in the explicit behavior expectations we share for all students. A behavioral health team assist staff in problem-solving best practices to address student behaviors.

The discipline system at Armour is anchored in student reflection of choices, impacts, and goals. Disciplinary consequences begin with restorative conversations, and repeated behaviors are address in partnership with parents, teachers, and clinical staff. Escalated incidents will result in consequences that provide students an opportunity to reflect, self-manage, and goal-set for future success. Armour also relies on an aligned school-wide system that emphasize positive behavior and choice-making for students at all grade levels (i.e. K-4 Class Dojo, 5-6 Classcraft, 7-8 Leader in Me).

One goal is to provide explicitly training in restorative practices for all Armour staff, so that teachers, assistants, and all staff are united in our approach to addressing student behaviors.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - 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	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

## 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

Score

1 2 3 4

which target instructional and student programs.

Armour has an open-door policy and welcomes the partnership of our parents. Monthly principal coffee chats are scheduled to invite parents into the building and to learn about school events in a dialogue with the principal. Proactive parent communication is made on a weekly basis by principal newsletters which go home each Thursday, and regularly updated communication on the school website. The BAC/PAC parent group meets throughout the year to provide parent workshops relevant to parent concerns (i.e. bullying & conflict resolution, study habits, English classes). Parents are formally invited to participate in engaging school activities via an annual BOY Open House, concerts/performance, and student art exhibits. One goal is to create a formalized structure to invite parents into classroom activities, beginning with our primary grades (i.e. monthly secret reader, etc.) Moving into intermediate grades, a goal is to invite parents in for academic celebrations (i.e. publishing parties, inquiry presentations, etc.) The use of parent portal is mandated at fall Report Card Pick-Up, and teachers provide quarterly comments on an individual basis for students with a D/F in any subject. We would like parents to become more involved in learning about and promoting the success of our students, by having parents lead our school tours and Family Friday events.

A goal to connect with parents who are historically less involved.

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

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

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
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National School Growth Percentile - Reading

Targeted intervention is implemented by using flexible grouping methods in the classroom to provide all students an opportunity for re-teaching and re-assessment. Intervention is closely tied and anchored in the classroom instruction so that students have opportunities to master grade level and unit objectives. In the weeks prior to NWEA, students create a strategic action plan for reading based on their goal areas on the previous NWEA. Students are progress monitored regularly and according to the network timeline, and receive intensive support at their level. Achieve 3000 is used to increase students volume on informational texts, and Accelerated Reader is used to monitor quantity of reading. After school groups will meet target student reading goals.

88.00

56.00

70.00

75.00

80.00

#### National School Growth Percentile - Math

Targeted intervention is implemented by using flexible grouping methods in the classroom to provide all students an opportunity for re-teaching and re-assessment. Intervention is closely tied and anchored in the classroom instruction so that students have opportunities to master grade level and unit objectives. In the weeks prior to NWEA, students create a strategic action plan for reading based on their goal areas on the previous NWEA. Students are progress monitored by regular benchmark assessments (Measuring Up), and IXL is used to increase exposure to targeted skill strands and for students' own goal-setting.

57.00

66.00

70.00

75.00

80.00

#### % of Students Meeting/Exceeding National Ave Growth Norms

Classroom instruction will encompass deliberate opportunities for re-teaching and re-assessment, with the goal for students to have multiple opportunities to master learning objectives. Armour believes in meaningful and effective classroom instruction, which is the foundation for NWEA student growth. Closer to the EOY test date, students will be given their RIT growth goals, and will be provided opportunities to practice specific skill strands via IXL and Measuring Up.

58.50

53.80

0.00

70.00

75.00

#### African-American Growth Percentile - Reading

Armour does not have a subgroup for this population.

(Blank)

(Blank)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Reading

Tier I instruction encompasses best practices for language learners and EL students. By aligning strategies to use anchor charts, frontloading vocabulary, discussion stems, and metacognitive practice, teachers will support students in this subgroup to achieve measurable growth. After school groups will meet target student reading goals. Achieve 3000 is used to increase students volume on informational texts, and Accelerated Reader is used to monitor quantity of reading. After school groups will meet target student reading goals.

89.00

40.00

70.00

70.00

75.00

#### English Learner Growth Percentile - Reading

All teachers, including EL and Gen Ed collaborative teams, will monitor on-track rates for EL students, including a quarterly analysis of reading classroom performance and monitoring of failure rates. The ELPT will also build in twice/year opportunities to present best practices for supporting EL students with the workshop model.

(Blank)

(Blank)

0.00

60.00

65.00

#### Diverse Learner Growth Percentile - Reading

All teachers, including DL and Gen Ed collaborative teams, will monitor on-track rates for DL students, including a quarterly analysis of reading classroom performance and monitoring of failure rates. The case manager will also build in twice/year opportunities to meet with DL teams, focusing on effective modifications and accommodations for the Calkins' curriculum.

(Blank)

(Blank)

0.00

55.00

60.00

#### African-American Growth Percentile - Math

Armour does not have a subgroup for this population.

(Blank)

(Blank)

0.00

0.00

0.00

#### Hispanic Growth Percentile - Math

Tier I instruction encompasses best practices for language learners and EL students. By aligning strategies to use anchor charts, frontloading vocabulary, discussion stems, and metacognitive practice, teachers will support students in this subgroup to achieve measurable growth. After school groups will meet target student math goals. Students are progress monitored by regular benchmark assessments (Measuring Up), and IXL is used to increase exposure to targeted skill strands and for students' own goal-setting.

57.00

57.00

50.00

70.00

75.00

#### English Learner Growth Percentile - Math

All teachers, including EL and Gen Ed collaborative teams, will monitor on-track rates for EL students, including a quarterly analysis of math classroom performance and monitoring of failure rates. The ELPT will also build in twice/year opportunities to present best practices for supporting EL students with the math curriculum.

(Blank)

(Blank)

0.00

60.00

65.00

#### Diverse Learner Growth Percentile - Math

All teachers, including DL and Gen Ed collaborative teams, will monitor on-track rates for DL students, including a quarterly analysis of math classroom performance and monitoring of failure rates. The case manager will also build in twice/year opportunities to meet with DL teams, focusing on effective modifications and accommodations with the math curriculum.

(Blank)

(Blank)

0.00

55.00

60.00

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

All students receive instruction in reading at their level in order to make the sufficient progress needed for students increase individual levels. An aligned workshop model is used in all classrooms.

58.00

63.00

70.00

75.00

80.00

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

All students receive aligned instruction in the K-8 Go Math curriculum. Targeted students are identified to receive strategic, on level, or advance support during an MTSS period.

42.00

46.00

50.00

70.00

75.00

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

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

86.00

91.00

96.00

95.00

98.00

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

mClass math administered to the students in grade 2 three times a year. Students are continuously progressed monitored with benchmark assessments every five weeks.

42.00

81.00

96.00

90.00

95.00

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

Armour School was in compliance with the federal, state and CPS guidelines. Based on SY17 ACCESS scores, students at Armour have a targeted need to grow in productive language dimensions (speaking and writing). These areas are targeted in our Tier 1 instruction to enable all students to practice with these dimensions. Classroom teachers review student ACCESS scores twice a year to analyze dimensions of high needs for student learning, and all students enrolled in the bilingual program receive instruction from highly certified bilingual teachers.

43.50

(Blank)

40.00

60.00

65.00

#### Average Daily Attendance Rate

Monthly attendance incentives are offered for students who have perfect attendance each month. Parents are notified of students who have perfect attendance, and classrooms maintain running counts of student trends. Attendance contracts and monitoring are performed by school counselor.

95.70

94.90

96.50

96.00

97.00

#### My Voice, My School 5 Essentials Survey



Teacher and student trust is continuously improving. All students participate in a weekly classroom meeting to build trust and student community. Professional development goals are identified by teacher leaders and practiced by all teacher teams.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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ES On-Track

School On-Track rate for grades 3-8

0.00

47.00

0.00

60.00

75.00

Strategies

Strategy 1

If we do...

If Armour's instructional blocks incorporate reteaching, reassessment, and high priority targeted interventions on a daily basis

...then we see...

lesson plans which reflect weekly plans to anchor instruction and individualized learning in metacognitive practices, consistent assessment, and progress monitoring

...which leads to...

an increase in students' attainment from grades 2-8 in Reading and in Math

Tags:

Assessment, ILT, Progress monitoring, Pd planning, Mentor, EI learners, Reteaching, Metacognition, 5 essentials

Area(s) of focus:

3

Action step

Craft an instructional block that incorporates reteaching, re-assessment, and targeted interventions for high priority groups at the start of the school year.

Responsible

Katherine Chuu, Marciel Gonzalez, Content Representatives, Grade level representatives, Diverse Learners representative

Timeframe

Jul 1, 2018 to Aug 1, 2018

Status

Completed

**MTSS, Assessment, Intervention, Progress monitoring, Reteaching, Instructional block guidelines, School schedule**

Develop and evaluate a plan for MTSS instructional process with student data followed by student goal setting and reflection that highlights strategies and skills present in portfolio products at BOY, MOY and EOY.

Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez

Sep 4, 2018 to Jun 16, 2019

On-Track

**MTSS, Data, Reflection, Data analysis, Strategies, Student portfolio, Portfolio, Lesson plan guideline**

Establish a PD calendar reflecting regular opportunities for content and grade level teams to collaborate: sharing student work from classroom instruction and using varied data points to adjust student groupings for tiered supports

ILT

Aug 1, 2018 to  
Aug 31, 2018

Completed

**MTSS, SEL, Data, Content, Data analysis, Individualized learning, Student grouping**

**Strategy 2**

If we do...

If we develop an annual TIA-based (targeted instructional area) PD calendar that is driven by current data and goals for student performance

...then we see...

a shift towards rigorous instruction with lesson plans that reflect best practices of classroom strategies that best serve the needs of our learners

...which leads to...

growth in NWEA student attainment in Reading and Math for grades 3-8

Tags:

Interventions, Assessments, Lesson plans, Pd planning, Attainment

Area(s) of focus:

1

Action step

At 5-week intervals, analyze on-track and BAG reports for all students, with a focus on EL and DL student subgroups. Record this data on a prepared school-wide shared data sheet and update every 5 weeks.

Responsible

ILT, grade level teams, Marciel Gonzales, Kelly Wingate

Timeframe

Oct 5, 2018 to  
Jun 20, 2019

Status

On-Track

**Diverse Learners, Professional Learning, Data analysis, English language learners, On track data, Protocol**

Establish procedures for grade level teams to devise interventions and responsive teaching plans, including differentiated strategies, to support students at risk.

ILT

Sep 14, 2018 to  
Sep 21, 2018

On-Track

**Professional Learning, Differentiated instruction, Grade level meetings, Bag report**

ILT devises a staff-selected, whole-school plan to implement a targeted instructional area, including a full learning cycle of researching best practices, teacher practice in lesson plans, teacher-modeling, and sharing student work to assess impact of TIA on student learning.

ILT, Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez

Aug 1, 2018 to  
Aug 30, 2018

On-Track

**ILT, Professional development, Lesson plans, Targeted instructional area, Learning cycle, Research based practices**

Create year-long PD calendar to scaffold learning cycle in grade level meetings, content team time, after-school PD sessions, and PD days.

ILT

Aug 1, 2018 to  
Aug 31, 2018

On-Track

**Professional development, Grade level meetings, Learning cycle, Content teams**

Create an annual schedule to prioritize time for each teacher to engage in peer-observation with a grade level and/or content team member with a focus on our targeted instructional area.

Katherine Chuu, Marciel Gonzales, Content Representatives, Grade level representatvies,

Jul 1, 2018 to  
Aug 31, 2018

On-Track

**Professional development, Reflection, Pic, Mentor, Targeted instructional area, Peer-observation**

**Strategy 3**

If we do...

If classroom instruction is backwards-designed around content and grade-aligned summative assessments, reflecting opportunities for students to create authentic work for real audiences

...then we see...

students producing work along a clear continuum of skills developed through the process of self-reflection, revision, and incorporation of peer feedback, demonstrating a rigorous internalizing of learning standards

...which leads to...

increased student success in mastery of grade level standards, reflected by a growth of on-track students school-wide to 80%.

Tags:

Grade level meetings, Student portfolio, Unit planning, Content teams, Authentic assessment

Area(s) of focus:

2

Action step

Teacher teams will align scope & sequence to provide opportunities for inquiry-based authentic learning including a process to measure perseverance, response to feedback, revision-making, and collaboration with peers in summative assessments. Classroom learning will enable students to engage a larger audience beyond the classroom.

Responsible

Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez, students

Timeframe

Sep 1, 2018 to Jun 20, 2019

Status

On-Track

**Scope and sequence, Backwards design, Student portfolio, Unit planning, Authentic audiences, Metacognitive**

Professional learning will support teachers to examine and apply key shifts in learning between grade levels for each content area, particularly around language dimensions of speaking and writing.

Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

Sep 1, 2018 to Jun 20, 2019

On-Track

**Grade level meetings, Individualized learning, Content area writing**

Create mission statements within content teams that reflect the Armour lens of identity and social justice, to create a thematic and focused lens of learning across content areas

Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

Nov 2, 2018 to Jun 20, 2019

On-Track

**Student expectations, Content area meeting, Multiple grade progressions, Research based practice**

Teacher teams will participate in district professional learning around strategies to develop AAI, cognitive demand, and equitable access to content. Teacher leaders will present learning at content teams, and reference learning to help develop school-wide targeted instructional area (TIA).

Katherine Delanty,  
Aracelli Bahena,  
Kaylie Honkala,  
Esmeralda Zapata,  
Sylva Vergara,  
Nathan Veach, Alex  
Polak, Cathleen  
Meza, Sandy Torres,  
Brian Vazquez,  
Jullisa Lopez,  
Samantha Valdez,

Oct 8, 2018 to  
Jun 14, 2019

On-Track

### Professional Learning, Tia, Aai, Tru

Teachers will engage in a learning cycle to practice independent work strategies followed by grade level and content team analyses of independent student work samples. Teachers will analyze student work at a range of performance levels (reds-yellows-greens-blues) and explore which students are successful, which tasks reflect mastery, and determine next steps.

Katherine Delanty,  
Aracelli Bahena,  
Kaylie Honkala,  
Esmeralda Zapata,  
Sylva Vergara,  
Nathan Veach, Alex  
Polak, Cathleen  
Meza, Sandy Torres,  
Brian Vazquez,  
Jullisa Lopez,  
Samantha Valdez,

Oct 22, 2018 to  
Jun 7, 2019

On-Track

### Action Plan

#### Strategy 1

COMPLETED

Craft an instructional block that incorporates reteaching, re-assessment, and targeted interventions for high priority groups at the start of the school year."

Jul 01, 2018 to Aug 01, 2018 - Katherine Chuu, Marciel Gonzalez, Content Representatives, Grade level representatives, Diverse Learners representative

### Status history

Jun 20

COMPLETED

Jun 20, 2018

**Evidence**

School-wide schedule

ON-TRACK

Develop and evaluate a plan for MTSS instructional process with student data followed by student goal setting and reflection that highlights strategies and skills present in portfolio products at BOY, MOY and EOY."

Sep 04, 2018 to Jun 16, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez

### Status history

Jun 20

ON-TRACK

Jun 20, 2018

**Evidence**

MTSS lesson plan

COMPLETED

Establish a PD calendar reflecting regular opportunities for content and grade level teams to collaborate: sharing student work from classroom instruction

and using varied data points to adjust student groupings for tiered supports"

Aug 01, 2018 to Aug 31, 2018 - ILT

## Status history



Jun 20

**COMPLETED** Jun 20, 2018  
**Evidence**  
Meeting calendar, meeting agenda, and meeting minutes. SEL scope and sequence.

### Strategy 2

**ON-TRACK**  
At 5-week intervals, analyze on-track and BAG reports for all students, with a focus on EL and DL student subgroups. Record this data on a prepared school-wide shared data sheet and update every 5 weeks."

Oct 05, 2018 to Jun 20, 2019 - ILT, grade level teams, Marciel Gonzales, Kelly Wingate

## Status history



Jun 20

**ON-TRACK** Jun 20, 2018  
**Evidence**  
Analysis protocol (with both anecdotal and performance data), ILT minutes

**ON-TRACK**  
Establish procedures for grade level teams to devise interventions and responsive teaching plans, including differentiated strategies, to support students at risk."

Sep 14, 2018 to Sep 21, 2018 - ILT

## Status history



Jun 20

**ON-TRACK** Jun 20, 2018  
**Evidence**  
Grade level team agenda, professional development calendar, lesson plan guidelines, ILT minutes

**ON-TRACK**  
ILT devises a staff-selected, whole-school plan to implement a targeted instructional area, including a full learning cycle of researching best practices, teacher practice in lesson plans, teacher-modeling, and sharing student work to assess impact of TIA on student learning."

Aug 01, 2018 to Aug 30, 2018 - ILT, Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez

## Status history



Jun 20

**ON-TRACK** Jun 20, 2018  
**Evidence**  
Professional development calendar, ILT minutes, portfolio of research based practices

**ON-TRACK**  
Create year-long PD calendar to scaffold learning cycle in grade level meetings, content team time, after-school PD sessions, and PD days."

Aug 01, 2018 to Aug 31, 2018 - ILT

## Status history



Jun 20

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Jun 20

ON-TRACK

Jun 20, 2018

**Evidence**

ILT minutes, professional developmental calendar

ON-TRACK

Create an annual schedule to prioritize time for each teacher to engage in peer-observation with a grade level and/or content team member with a focus on our targeted instructional area."

Jul 01, 2018 to Aug 31, 2018 - Katherine Chuu, Marciel Gonzales, Content Representatives, Grade level representatvies,

## Status history

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Jun 20

ON-TRACK

Jun 20, 2018

**Evidence**

Peer-observation calendar

### Strategy 3

ON-TRACK

Teacher teams will align scope & sequence to provide opportunities for inquiry-based authentic learning including a process to measure perseverance, response to feedback, revision-making, and collaboration with peers in summative assessments. Classroom learning will enable students to engage a larger audience beyond the classroom."

Sep 01, 2018 to Jun 20, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez, students

## Status history

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Jun 20

ON-TRACK

Jun 20, 2018

**Evidence**

Student portfolio, scope and sequence, unit plans

ON-TRACK

Professional learning will support teachers to examine and apply key shifts in learning between grade levels for each content area, particularly around language dimensions of speaking and writing."

Sep 01, 2018 to Jun 20, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

## Status history

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Jun 20

ON-TRACK

Jun 20, 2018

**Evidence**

Meeting agendas, Meeting Minutes

ON-TRACK

Create mission statements within content teams that reflect the Armour lens of identity and social justice, to create a thematic and focused lens of learning across content areas"

Nov 02, 2018 to Jun 20, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

## Status history

**ON-TRACK** Jun 20, 2018  
**Evidence**  
Content mission statements, essential practice guidelines

**ON-TRACK**  
Teacher teams will participate in district professional learning around strategies to develop AAI, cognitive demand, and equitable access to content. Teacher leaders will present learning at content teams, and reference learning to help develop school-wide targeted instructional area (TIA)."

Oct 08, 2018 to Jun 14, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

### Status history



**ON-TRACK** Jun 20, 2018  
**Evidence**  
ILT minutes, content team minutes, professional learning calendar

**ON-TRACK**  
Teachers will engage in a learning cycle to practice independent work strategies followed by grade level and content team analyses of independent student work samples. Teachers will analyze student work at a range of performance levels (reds-yellows-greens-blues) and explore which students are successful, which tasks reflect mastery, and determine next steps."

Oct 22, 2018 to Jun 07, 2019 - Katherine Delanty, Aracelli Bahena, Kaylie Honkala, Esmeralda Zapata, Sylva Vergara, Nathan Veach, Alex Polak, Cathleen Meza, Sandy Torres, Brian Vazquez, Jullisa Lopez, Samantha Valdez,

### Status history

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### 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.

Armour will hold monthly meetings throughout the year to keep parents informed. In order to provide more efficient communication with out parents, notices will be sent in Spanish as well. At our first Parent Advisory Meeting, held in the first month school, parents will have an opportunity to be informed about the school's NLCB and Title I School Parent Involvement Plan and Policy.

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

Armour's PAC/BAC parent meeting will be held during the first month of the school year. The projected date for the Title I Annual Meeting will be September 20th, 2018, at 8am. The Title I PAC Organizational Meeting is scheduled for October 4th, 2018, at 8:00am. PAC/BAC meetings will continue throughout the year on a monthly basis. Parents will be given a schedule of monthly meetings at the beginning of the school year and notices will be sent in both languages, English and Spanish.

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' involvement is highly important and parental feedback is highly valued at Armour. It is our goal at Armour to make sure parents feel their voice is heard at meetings. Every September, Armour provides parents or legal guardians an agenda specifying dates and times of PAC and BAC meetings. Weekly and Monthly calendars are sent home in Thursday's folder that provide information about meetings, events, and field trips. This information is also sent home in Spanish.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The two state assessments given every year are PARCC tests and the ACCESS test. NWEA is also administered to students from grades 3-8 twice a year in the winter and spring. Scores from NWEA in grades 3, 6, & 8 are part of the promotion policy. At the first report card day of the year, parents will be given a report of these assessments. This will provide an opportunity to meet with parents, one-on-one, and get an overview of these reports as well as the implications of the results. When students take the NWEA in the winter, parents will be notified of the scores and meetings will be held with students at risk. Action plans will be then be developed to help low-performing students meet promotion criteria.

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.

Armour's teachers are highly qualified. Parents are given a notice at the beginning of the school year regarding teaches being "highly qualified". Teachers are also informed about having the ability to check teacher qualifications if so desired.

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.

Armour will send weekly communications via Thursday's Folders with information regarding state's academic content standards, state's student academic achievement standards, and the state and local academic assessments. Besides including this information on our weekly folders, parents can also attend PAC/BAC meetings where they can get this information as well. PAC/BAC meetings will also offer numerous workshops on helping parents interpret these standards and also give them strategies on how to monitor their child's progress.

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.

Monthly PAC/BAC meetings will provide an opportunity for parents to identify areas of need and types of workshops they find most useful. Money will then be allocated to provide these workshops for parents.

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.

There will be school-wide training throughout the year for staff on working with families with diverse backgrounds. Professional Development will also focus on strategies to increase parental involvement and strategies to establish home learning activities.

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

This year we provided workshops for younger kids such as Coding for Toddlers. Armour will continue to provide these type of activities in order to reach more parents and incorporate parental involvement of a wide range of ages.

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.

All communications sent to parents are available in both languages, English and Spanish, to accommodate our bilingual population. In addition, there are many members of our staff who are bilingual. Armour's website which is updated on a weekly basis, is also available in Spanish and Chinese.

#### 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.)

Armour's mission is to serve our students by allocating resources and collaborating with parents, community, and external partnerships to bring a rigorous curriculum for all students. It is our mission to prepare our students to be college and career readiness and emphasis will be placed on supporting academic growth. Armour will motivate students through our Leader in Me program to become empowered members of society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

Student grades are entered on a weekly basis. Parents will get support through workshops on how to access parent portal to monitor grades and keep up with their child's academic performance. Progress Reports will be sent home every 5 weeks and report cards will be distributed on a quarterly basis. Parents of students in grades K-3 will receive DIBELS reports at the end of each reporting cycle, at least 3 times a year. Parents of 3-8 students will receive NWEA test results for each testing session, twice a year.

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

Parents are invited to monthly coffee chats with the principal and are updated of school events and opportunities via Armour's new webpage. Thursdays folders are also implemented to send home important information on a weekly basis. These folders are provided in both languages, English and Spanish. Parents are also encouraged to meet with teachers throughout appointments before and after school hours. Translators are readily available if needed.

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

Parents are invited and encouraged to visit classrooms at any time they desire. Parents are also encouraged to chaperone field trips and activities. Parents have been informed of the new online process to register as chaperones and support is being provided to go through the application process. Armour will also host several events throughout the year showcasing students' work and/or performances such as Art Shows and Winter Assembly. There is also an end of the year awards ceremony where parents are invited to attend.

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

Parents are given access to parent portal and are encouraged to regularly review their child's grades. Parent Portal can notify parents through e-mail or text if their child's grades fall below a certain number. Parents can also monitor students' agendas and check for homework and grades. These agendas are also used for parent teacher communication.

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

Armour will hold monthly PAC/BAC meetings where parents are given an opportunity to participate in decisions related to the education of their children. The PAC votes on and decides how the money to be spent for parent meetings and reports to the LSC. Parents are also active participants of the Friends of Armour, which will help to raise funds for school growth.

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).

Armour will continue with school-wide incentives to encourage perfect attendance such as out of uniform on Friday and the Armour Market. The Leader in Me initiative focuses on promoting positive character traits that will help students become better students. During MTSS time, students will focus on goal setting and developing strategies to reach their goals including grades and NWEA.

**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.

The PAC will inventory current parents for a list of topics and interest areas by grade bands of PK-2; 3-5; 6-8. We will move forward in partnering with community groups and local resources to offer a series of parenting workshops to target student outcomes in literacy, math, and college awareness. We would also like to explore the creation of a PAC-sponsored parent book club, where parents can read and share insights on specific parenting strategies. We envision a parent network that will equip Armour parents with the tools to support student learning at home, to help develop student study habits consistent with the 7 Habits of Healthy Kids, and to create a college-going culture in Armour families.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500 .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 300 .00

53205      **Refreshments**  
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	0	.00
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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)

\$	1700	.00
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54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	0	.00
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<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.

\$	0	.00
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<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.

\$	0	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	0	.00
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53306      **Software**  
Must be educational and for parent use only.

\$	0	.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.

\$	0	.00
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