

# Phillip D Armour Elementary School

## 2020-2022 plan summary

### Team

Name	Role	Email	Access
Sandy Torres	ILT Lead/ELA Teacher Leader	storres85@cps.edu	Has access
Cathleen Meza	5/6 ELA Teacher	catierney@cps.edu	Has access
Kaylie Honkala	Case Manager/SPED Teacher/BHT Lead	khonkala@cps.edu	Has access
Sylva Vergara	K Teacher	sdspraggins@cps.edu	Has access
Kelly Wingate	School Counselor/Climate Team Lead	kawingate@cps.edu	Has access
Farrah Blake	Art Teacher/Attendance Team Member	fcurescu@cps.edu	Has access
Arielle Shanker	Pre-K Teacher	ashanker1@cps.edu	Has access
Judith Sanchez	AP/ELPT	jasanchez41@cps.edu	Has access
Katherine Chuu	Principal	kchuu@cps.edu	Has access
Kathy Delanty	1/2 ELA Teacher	kmdelanty@cps.edu	Has access
Lu Ann Williams	3/4 Math Teacher	lwilliams30@cps.edu	Has access

### Team Meetings

Date	Participants	Topic
01/16/2020	Torres, Sanchez, Chuu	Process Overview & Timeline
02/06/2020	Vergara, Delanty, Honkala, Shanker, Meza, Torres, Wingate, Blake, Sanchez, Chuu	SEF Framework Rating
02/13/2020	Vergara, Delanty, Honkala, Shanker, Meza, Torres, Wingate, Blake, Sanchez, Chuu	Root Cause Analysis (On-Track/ATT data to SEF)
02/20/2020		Root Cause Analysis (5Essentials data to SEF)

# Framework

## Category scoring

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

## Subcategory scoring

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

## Leadership and Structure for Continuous Improvement

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

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:**
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:**
- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 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
  - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:**

- 2 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 1 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 1 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 1 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 1 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 2 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 1 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - 4 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)

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

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:**
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community

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

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## School Excellence Framework Priorities

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

# Goals

## Areas of critical need and root cause analysis

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

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

Area of Critical Need 1	NWEA growth among students with IEPs
Root Cause 1	SPED teachers need support to develop expertise on IEP goals, so there is a strong structure of progress monitoring for students with IEPs

Area of Critical Need 1	On-Track performance in reading and math
Root Cause 2	Teachers need structures to develop and align standards-based assessments
Area of Critical Need 3	Classroom climate is lacking in student ownership of school expectations
Root Cause 3	Students need opportunities to develop and monitor classroom climate

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  ELs are a priority subgroup	EL		50.00	65.00
	Latinx			
SQRP: National School Attainment Percentile - Math (Grades 3-8)  Math attainment has made gains, but continues to be an instructional priority in order to support grade level achievement for all students	Overall		60.00	70.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8)  Reading attainment has made gains, but continues to be an instructional priority in order to support grade level achievement for all students	Overall		70.00	80.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  Math growth has made gains, but continues to be an instructional priority in order to support grade level achievement for all students	Overall		85.00	90.00
	Overall		90.00	95.00



Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
<p>SQRP: National School Growth Percentile - Reading (Grades 3-8)</p> <p>Reading growth has made gains, but continues to be an instructional priority in order to support grade level achievement for all students</p>				

**Required metrics (Elementary) (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

**Custom metrics (0% complete)**

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

**Strategies**

**Strategy 1**

If we do...	If we engage in a teaching & learning cycle that supports teachers to design rigorous tasks in reading and math based on high leverage anchor standards within each grade level, and to regularly assess student product for proficiency in major works of the grade, with a focus on text complexity and balance of rigor,
Then we see...	classroom instruction that holds students to the expectations of grade level work, and student learning that reflects grade level standards
which leads to...	students developing skills to master grade level learning, with 65% of grades 2-8 students attaining at grade level in math, and 70% of grades 2-8 students attaining at grade level in reading.
Budget Description	Fund Source Budget Category Budgeted Annual SBB Professional Development (ANet) \$16,000 SBB Extended Pay (ILT) \$10,000 SBB Extended Pay (Sub Planning) \$3,000 ECE

	Early Childhood Stipend for Misc \$17,000 SGSA Nextwave STEM \$25,000 SGSA Classroom Libraries \$10,000 SGSA Art & PE Supplies \$4,000 SGSA Amplify Science \$15,000 SGSA Go Math & Eureka Math \$30,000
Tags	Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction, Math: Rigorous Tasks
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Build content-specific professional learning to support teacher mastery of standards, including deep understanding of how to plan and assess for complex text tasks (in ELA) and balance of rigor (in Math)  Tags:</li> <li>• (Not started) Support development of scope and sequence maps that identify major work of the grade, and that anchor vertical alignment  Tags:</li> <li>• (Not started) Engage in teaching &amp; learning cycle that enables teachers to collaborate around application of standards, analyzing student performance on a standard, re-engagement strategies for a standard, and assessment of a standard  Tags:</li> <li>• (Not started) Instructional schedule that include daily small group instruction to ensure student mastery and regular assessment opportunities  Tags:</li> <li>• (Not started) Support teacher unit planning to address standards mastery per grade level  Tags:</li> </ul>

**Strategy 2**

If we do...	If we support and develop teacher expertise to progress monitor benchmark skills in each grade level, using data to prioritize needs for intervention and re-teaching, and involve students in their own goal-setting
Then we see...	teachers regularly identifying and delivering interventions for students in need of Tiers 2/3 supports and students owning their own growth goals
which leads to...	students closing achievement gaps and all student subgroups making growth on year-end assessments, including students in grades 3-8 growing at the 75h percentile in reading and at the 60th percentile in math
Budget Description	Fund Source Budget Category Budgeted Annual SGSA Extended Pay (After School) \$20,000 SBB Mathletics 5-8 1200 SBB Accelerated Reader K-8 2200 SBB IXL K-4 800 SBB

	Seesaw Platform 1100 Title I (.5 Reading Interventionist)? \$46,000 IL EMPOWER Extended Pay (After School) \$19,500 71,300
Tags	MTSS: Progress Monitoring
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create an MTSS team including representatives of multiple grade bands, content areas, and disciplines. Tags:</li> <li>• (Not started) MTSS team will create a clear tiering system, including multiple data sources to determine tiering criteria, and clear definitions on the method, duration, frequency, and measures for progress monitoring. Tags:</li> <li>• (Not started) MTSS team will compile current resources used for interventions for academic, behavioral, and social emotional needs. Tags:</li> <li>• (Not started) Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. Tags:</li> <li>• (Not started) Continue with Leveled Literacy Intervention (LLI) administered to students regularly and by the same adult. Tags:</li> <li>• (Not started) Incorporate analysis of On-Track data to support regular student goal-setting every five weeks Tags:</li> </ul>

**Strategy 3**

If we do...	If we develop a school-wide program of learning experiences that enable students to explore how their identities influence their experiences and their perspectives, encouraging students to learn about and understand the perspectives of those who have different identities and beliefs, and to engage in dialogue and learn about social identities, diversity, race, racism and equity
Then we see...	classrooms equipped with learning opportunities that engage students, families, and our community in issues of social and cultural relevance

which leads to...	students becoming empathetic leaders of their own classroom, school, community and beyond, and student responses on the 5 Essentials Survey reflecting "very strong" for supportive environment.
Budget Description	Fund Source Budget Category Budgeted Annual SBB CJP Music 10,000 SBB Leader in Me 7500 Mandated Parent Involvement Frida Kahlo Workshops 1631
Tags	OSEL: SEL Instruction
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Invest in school-wide leadership/SEL curriculum (Leader in Me), schedule students to receive direct instruction in skill/strategies, schedule teachers to receive direct professional development  Tags: OSEL: SEL Instruction</li> <li>• (Not started) Create School Culture Committee to support classroom planning of culturally-relevant instruction, assemblies, and workshops for students and families  Tags:</li> <li>• (Not started) Mentorship/buddy program from older students to serve as peer role models for younger students; for cultural or academic purposes, and for leadership-building  Tags:</li> <li>• (Not started) Create opportunities for students to explore ideas of social justice, race, identity, and to present their own ideas to the community.  Tags:</li> <li>• (Not started) Continue with school language of leadership-building, including common language to message school leadership values, and student council to empower student leadership in action  Tags:</li> <li>• (Not started) Administer mock 5 Essentials student survey to grades 4-8 at BOY and MOY to learn about student needs  Tags:</li> </ul>

**Strategy 4**

If we do...	If we develop a schoolwide program of learning experiences that enable students to explore how their identities influence their experiences and their perspectives, encouraging students to learn about and understand the perspectives of those who have
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	different identities and beliefs, and to engage in dialogue and learn about social identities, diversity, race, racism and equity
Then we see...	classrooms equipped with learning opportunities that engage students, families, and our community in relevant issues
which leads to...	students becoming empathetic leader of their own community and beyond
Budget Description	
Tags	
Action steps	

# Action Plan

## Strategy 1

Build content-specific professional learning to support teacher mastery of standards, including deep understanding of how to plan and assess for complex text tasks (in ELA) and balance of rigor (in Math)

Aug 17, 2020 to Sep 04, 2020 - ILT

Support development of scope and sequence maps that identify major work of the grade, and that anchor vertical alignment

Sep 07, 2020 to Oct 16, 2020 -

Engage in teaching & learning cycle that enables teachers to collaborate around application of standards, analyzing student performance on a standard, re-engagement strategies for a standard, and assessment of a standard

Sep 07, 2020 to Jun 11, 2021 -

Instructional schedule that include daily small group instruction to ensure student mastery and regular assessment opportunities

Aug 03, 2020 to Aug 14, 2020 -

Support teacher unit planning to address standards mastery per grade level

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## Strategy 2

Create an MTSS team including representatives of multiple grade bands, content areas, and disciplines.

Sep 14, 2020 to Sep 25, 2020 - Admin/MTSS Team

MTSS team will create a clear tiering system, including multiple data sources to determine tiering criteria, and clear definitions on the method, duration, frequency, and measures for progress monitoring.

Sep 14, 2020 to Sep 25, 2020 - MTSS Team

MTSS team will compile current resources used for interventions for academic, behavioral, and social emotional needs.

Sep 14, 2020 to Sep 25, 2020 - MTSS Team & ILT

Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism.

Sep 07, 2020 to Jun 11, 2021 - All

Continue with Leveled Literacy Intervention (LLI) administered to students regularly and by the same adult.

Sep 07, 2020 to Jun 11, 2021 - Reading Interventionist/Assistant

Incorporate analysis of On-Track data to support regular student goal-setting every five weeks

Sep 07, 2020 to Jun 11, 2021 - Counselor

### **Strategy 3**

Invest in school-wide leadership/SEL curriculum (Leader in Me), schedule students to receive direct instruction in skill/strategies, schedule teachers to receive direct professional development

Aug 03, 2020 to Sep 04, 2020 - Counselor

Create School Culture Committee to support classroom planning of culturally-relevant instruction, assemblies, and workshops for students and families

Sep 07, 2020 to Jun 11, 2021 - Teachers

Mentorship/buddy program from older students to serve as peer role models for younger students; for cultural or academic purposes, and for leadership-building

Sep 07, 2020 to Jun 11, 2021 - Teachers

Create opportunities for students to explore ideas of social justice, race, identity, and to present their own ideas to the community.

Sep 07, 2020 to Jun 11, 2021 - Teachers

Continue with school language of leadership-building, including common language to message school leadership values, and student council to empower student leadership in action

Sep 07, 2020 to Sep 18, 2020 - Counselor & Teachers

Administer mock 5 Essentials student survey to grades 4-8 at BOY and MOY to learn about student needs

Sep 28, 2020 to Jan 22, 2021 - Counselor

## Strategy 4

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

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

## ESSA Schoolwide Program

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

Armour will hold monthly meetings to build strong school-family partnerships. School newsletter is shared weekly, including translation in Spanish. At our first Parent Advisory Meeting, held in the first month of school, parents will have an opportunity to be informed about the school's NCLB and Title 1 Parent Involvement Plan and Policy.

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

Our equitable Tier 1 instruction ensures that all students, regardless of ability, are exposed to grade level tasks and standards. Small group instruction, MTSS, and after school clubs are made available to target students needing additional support.

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

We offer after school programs that include teacher-taught groups to support student mastery of grade level learning, and invest in the Leveled Literacy Intervention (LLI) toolkits that progress monitor students in fluency and comprehension.

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

We offer a host of Tier 2/3 supports for students at-risk and/or experiencing trauma. These students are identified from a needs-assessment distributed to teachers three times a year. Counselor also delivers direct instruction of SEL strategies, accessible to all students, and builds a counselor program focused on college/career awareness and high school success. Student leadership opportunities enable students to serve as positive peer role models, and mentoring relationships are maintained to support student success via our check in check out system.

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

Newly-hired teachers are assigned a colleague mentor. We have an active distributive leadership model where teachers serve as peer mentors, instructional leaders and coaches, and collaborators. 1:1 meetings are held between admin and teachers two times a year. We have an active PPC to build a strong relationship between staff and administration. We continue to vet prospective student teachers and actively look to hire teaching candidates with strong connections to our community.

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

Profesional learning is anchored around grade level standards and student learning at grade level.

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

We partner with Frida Kahlo Community Center to provide a series of workshops to serve parents. Workshop topics are determined by the PAC/BAC in collaboration with adminstration.

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

Our preschool team is collaborative and proactive, and our Branch clerk serves as the first point of contact to support preschool enrollment, attendance, and parent communication.

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

Armour teachers participate in the annual assessment vote to collaboratively determine use of assessments to improve student learning.



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

We have a school-wide grading policy that ensure that any student who fails a summative assessment is provided a subsequent opportunity to re-take the assessment. All teachers engage in a quarterly teaching and learning cycle to develop re-engagement strategies that will support standards mastery of all students.

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

Title 1 funds are allocated to address the needs of our high-poverty, at-risk student population. All Title 1 fund allocations are approved by the BAC/PAC to ensure parent voice and partnership.

## ESSA Targeted Assistance Program

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### Parent Involvement 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 translated in Spanish, posted on our website and shared weekly using the Principal Newsletter. 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 24th, 2020, at 8am. The Title I PAC Organizational Meeting is scheduled for October 9th, 2020, at 8:00am in the Branch building. PAC/BAC meetings will continue throughout the year on a monthly basis. Parents will be given a schedule of monthly meetings/parent workshops 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 both languages and posted on our school website.

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

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 Principal Newsletters 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 and establishing knowledge about different learning styles.

**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. Armour also has created a sub-committee on the LSC that is devoted to community outreach.

**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. All Armour parents are enrolled to receive a school newsletter through email every Thursday.

## **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 webpage, weekly newsletter and monthly calendar. All communication is

translated in 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 goals of the Armour BAC/PAC is to build strong home-school connections, and to support parents and families in building skills that will support student success.

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

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><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.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><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.</p>	<p>\$1000.00</p>
<p><b>53205</b></p>	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$500.00</p>
<p><b>54125</b></p>	<p><b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)</p>	<p>\$1200.00</p>
<p><b>54505</b></p>	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	<p>\$0.00</p>
<p><b>54205</b></p>	<p><b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	<p>\$0.00</p>
<p><b>54565</b></p>	<p><b>Reimbursements</b> 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.</p>	<p>\$0.00</p>
<p><b>53510</b></p>	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p><b>53306</b></p>	<p><b>Software</b> Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p><b>55005</b></p>	<p><b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	<p>\$0.00</p>

