CIWP

2012-2014 Continuous Improvement Work Plan

Phillip D Armour Elementary School

Pershing Elementary Network

950 W 33rd Pl Chicago, IL 60608

ISBE ID: 150162990252058

School ID: 609777

Oracle ID: 22061

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

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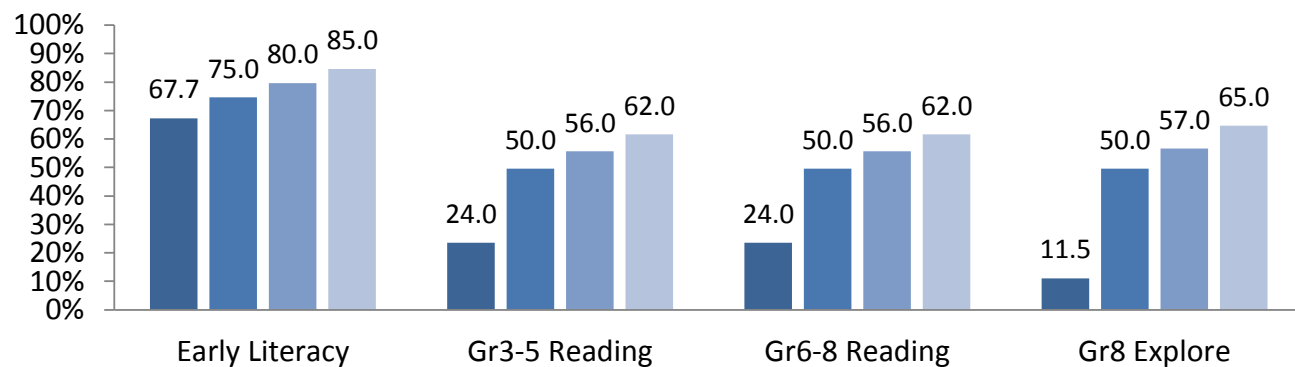
Strategic Priorities

1. Teachers will continue to utilize the Common Core standards in English Lanaguage Arts to foster student growth.

2. Teachers will continue to utilize the Common Core Standards in Math to foster student growth.

3. Teacher will continue to uitilize the Common Core Standards in Science to foster students growth.

4. We will focus on health and wellness to promote a healthy school climate that includes improved academic performance, increased attendance, and a reduction in risky behaviors.
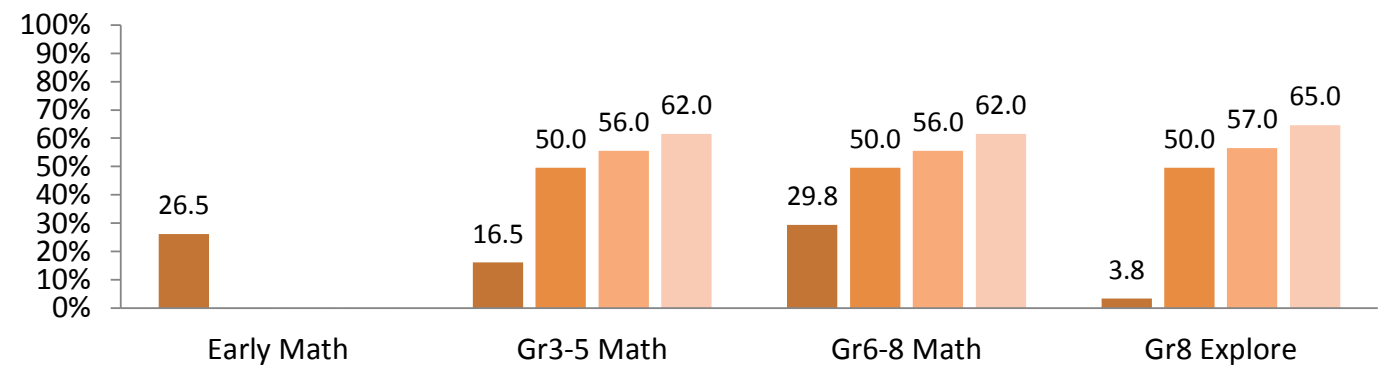
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	67.7	75.0	80.0	85.0
Gr3-5 Reading	24.0	50.0	56.0	62.0
Gr6-8 Reading	24.0	50.0	56.0	62.0
Gr8 Explore	11.5	50.0	57.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	26.5			
Gr3-5 Math	16.5	50.0	56.0	62.0
Gr6-8 Math	29.8	50.0	56.0	62.0
Gr8 Explore	3.8	50.0	57.0	65.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Phillip D Armour Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Erica Cahill	Classroom Teacher
Laura Carbajal	ELL Teacher
Shelley Cordova	Principal
Antonella D'Acquisto	Lead/ Resource Teacher
Kathy Delanty	Classroom Teacher
Karen DeRon-Head	Lead/ Resource Teacher
Krissy Guzman	LSC Member
Jessica Hartless	Assistant Principal
Catherine Jurich	LSC Member
Sylva Spraggins	Classroom Teacher
Rafael Rinconeno	ELL Teacher
Kelly Wingate	Special Education Faculty

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	67.7	75.0	80.0	85.0	**Early Math** % of students at Benchmark on mClass	26.5	DNA	DNA	DNA

3rd - 5th Grade

3rd - 5th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.0	50.0	56.0	62.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	16.5	50.0	56.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.8	55.0	62.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	43.6	60.0	64.0	68.0

6th - 8th Grade

6th - 8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.0	50.0	56.0	62.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	29.8	50.0	56.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	44.9	60.0	64.0	68.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	51.5	60.0	64.0	68.0

8th Grade

8th Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	11.5	50.0	57.0	65.0	**Explore - Math** % of students at college readiness benchmark	3.8	50.0	57.0	65.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.9	94.0	94.5	95.0	**Misconducts** Rate of Misconducts (any) per 100	16.0	12.0	10.0	8.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	70.0	75.0	77.0	80.0	**ISAT - Reading** % of students exceeding state standards	8.7	10.0	12.0	14.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.8	78.0	80.0	83.0	**ISAT - Mathematics** % of students exceeding state standards	10.1	12.0	15.0	18.0
ISAT - Science % of students meeting or exceeding state standards	78.9	80.0	83.0	85.0	**ISAT - Science** % of students exceeding state standards	3.5	10.0	12.0	18.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action**	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The Explore practice is given to the students at the beginning of their 8th grade year and provides teachers and students a baseline for college readiness. The NWEA and DIBELS data are analyzed to determine student growth and ensure that they are meeting goals and are being pushed to excel or additional supports to ensure greater growth. Based on the DIBELS data students are placed in Burst groups for early intervention in grades K-3. The school has a clear theory of action with key lever and clear quarterly expectations outlined.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	At the beginning of the year teachers review data and identify groups and area of growth and classroom goals. The teachers decide on certain non-negotiatbles that are expected in each classroom. Teachers create goals for themselves and their students based on NWEA or DIBELS data. The principal applies for addditional resources that can improve teaching quality and additional coaching support. The school received a Children's Literacy Initiative grant which provides teachers in grades K-3 with 40 hours of instructional coaching and an additional 60 hours of instructional coaching for model classroom teachers. The principal ensures that all teachers receive coaching from experienced QTEL (Quality Teaching for English Learners) coaches in instructional strategies for ELL in reading and math. The principal attends PD with teachers. All reading teachers in grades K-8 were supported in the full implementation of CCSS. Math teachers in grades 6-8 were supported in the full implemetation of CCSS. PAC meetings, BAC meetings, and LSC meetings are held monthly to keep parents	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Every teachers is represented on a school team, every grade level and content area is represented on the ILT, including a bilingual and Sp. ed. representatives as well. All teachers have a voice through the grade level and content area teams and the ILT. Model teachers through CLI grant. Reading teachers attend early adopters meeting to develop curriculum. Teacher and coaches work to develop curriculum weekly.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	All content and grade levels are represented as well as bilingual and special education. ILT members report back to their colleagues and grade level team members. The ILT meets weekly to review data, identify and reflect on set action items and when necessary identify root causes for issues. They analyze NWEA, DIBELS, and attendance data regularly. They track student progress of those receiving interventions. They established clear expectations by identifying each members roles and responsibilities. They address needs based of the NWEA and DIBELS data to plan for PD days. In addition to the numerous mandates that may occur throughout the year.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	ILT reviews data and then in grade or content specific teachers bring it back to teacher teams and then the teachers use the data to drive instruction and establish appropriate students groupings. They reflect back to the goals that were set and monitor progress. They have been highlighted in the network as a school that implements high fidelity with frequent and continuous progress monitoring.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	All grade levels are using Scope and Sequence Pacing guides for Math and ELA. Common Core Math and English Language Arts Standards are used to design curriculum maps and assessments. Science teachersin grades K-5 are using Foss curriculum maps and 6-8, SEPA Science Maps. Teachers have content area meetings weekly either laterally or with their teams to develop units of instruction aligned to the Common Core Standards. More rigorous text and analytical thinking strategies are being implemented in the Language Arts curriculum which aligns with the CCSS. Implementation of CCCSS in the Math and Science curriculum has been very successful. All staff members have received training in QTEL strategies to support ELL students and just be more refective on teaching strategies. Teachers continue to receive one on one QTEL coaching.	
	Instructional materials	-->		
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Curriculum in heavily supplemented by outside resources and teacher provided materials due to implementation of the CCSS.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Teachers administer and are available to review all NWEA or Dibels assessments that students take immediately following the completion of the assessment. Teachers also meet in grade level meetings to review the data sets and identify areas of concern. Teachers use assessment methods that are grade level specific and aligned to the CCSS. Teacher provide formative and summative assessments to each child. Progress monitoring of students in grades K-3 occurs regularly to monitor student progress using DIBELS. Writing assessments that include extended response in math and reading are submitted to the principal regularly.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers use scaffolded lessons to instruct students. They identify the objective and ensure that students are aware of what they are doing and why. Then the teacher scaffolds by showing the students, then guiding them before they release the students for indepenant practice. They focus their instruction on using Blooms Taxonomy for questioning and assigning appropriate tasks that meet the leaning objective. Curriculum maps are created quarterly based on the CCSS. Rubrics are provided to stduenst and are aligned to the CCSS. Teacher review and analyze tasks for rigor and complexity.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Students who are in the intensive group on DIBELS will receive the Burst intervention for grades K-3 with continuous progress monitoring at least every ten days. Students in grades 4-8 are identified based on NWEA data and receive additional small group instruction at least two days a week. The ILT continuosly monitors student progress and reviews the data. If stduents are not making progress with these interventions then the RTI team will determine if a student needs to be considered for an evaluation.	
Whole staff professional development	-->		
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Administration works diligently to evaluate teachers quarterly and give them qualitative feedback to improve teaching strategies. Before the School year New Teachers are invited to come to Professional Developments and work with teams to learn framework of school. Administration provides ample opportunities to attend Professional Developments that cater to teachers specialty.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate in regular cycles with a direct plan for long term goals during Content Area Meetings and Grade Level Meeting. Minutes, progess monitoring, and agendas are tracked and shared between team members. During Grade Level Meetings teams create NWEA goals for individual students on a quarterly basis. Special Education and ELL Teachers are included in Content Area and Grade Level Teams. Goal setting with individual students has been identified as an area that needs more consistency and improvement.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	The Chicago Public School provides a formal support for new teachers but in addtion to that new teachers work closely with the reading or math coach and are given additional support with curriculum planning, scaffolding, and differentiaed instruction. Teachers in grades k-3 receive at least 40 hours of coaching provided by the Childrens Literacy Initiative and three teachers identified as model classroom teacehrs receive 100 hours of coaching per year. All teachers receive at least two weeks of coaching from the QTEL specalist that focus on effiective strategoes for ELL students.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		3
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The staff continue to support our students in exploring career options and aspiring for higher academic endeavors by providing a variety of programs for students to be exposed to different college and career ready skills. In the Afterschool All Stars program , as of February 28, 2012 we had 108 students (33.03% of k-8 population; Attendance is 99.40%.) many participate in programs that provide college readiness, enrichment, academics, social emotional learning, and health and fitness. The after school program with 21st Century grant money provides students the opportunity to take a fashion design class and a culinary class.	
	Relationships	-->		3
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Armour School has a School Wide Advisory period once a week. During these periods the student teacher ratio is approximately 8:1. This small and intimate groups helps to develop relationships between peers and an adult staff member. During these weekly sessions, students learn about self-awareness, bullying, and other sensitive topics to engage students and become critically aware. Special Education Staff and specialist provide students with disabilities strong support in the General Education Setting, modeling a Co-teaching environment. The social workers provides minutes, when suited, in the General Education setting to provide social integration. Inlcusion is a priority for all students at Armour School.	
	Behavior& Safety	-->		2
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The My School My Voice survey report states 92% of students report feeling safe and respected in school. The school has a strong school-wide discipline plan that all teacher and students have signed. School wide rules can be more consistent and strengthening the rules and procedures between the two buildings is a concern. All teachers have positive behvaior management systems in place.	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**4**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	As a school we communicate our expectations for students through a school-wide opening packet and hosting an Open House. Counselors work with students to develop High School folders to transition them during the application and selection process involved in secondary education. Both parent and student surveys are conducted for student with IEPs in transition grades to set goals and acquire feedback.	
Ongoing communication	-->		**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Throughout the year our school communicates to parents how to access the Parent Poral on Impact to monitor student progess. Every five weeks teachers send progress reports home or host report card pick ups throughout the year. Each week, Thursday Communication Folders with calendars, events and special opportunities for parents. Other times we share ideas and make decisions with parents include emails and calls home along with	
Bonding	-->		**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Bonding experiences of students, parents and staff occur at yearly math and literacy nights and awards assemblies. Oral and written correspondence between parents and teachers celebrates student academic and behavioral achievement. Community partners support the school in academic efforts and are recognized publicly throughout the year. Parents take part as both classroom volunteers and field trip chaperones. We look forward to reinstating parent coffee meetings hosted by teachers to create positive informal opportunities to discuss student achievement.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	To provide specialized support for our students, our school offers an abundance of outreach through programs such as vision and dental care, Mercy Home and Fellowship House partnerships and personal follow through regarding attendance issues. Chronic truancy has been a problem since CPS has eliminated adjudication hearings.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Beginning in pre-school children are exposed to many different career paths. Professionals are invited in the classroom to speak and discuss their careers with students. A formal career day is held for students in grade 4-8. Studenst from Midwestern University present to the students. They are exposed to several career choices	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	A schoolwide emphasis needs to be placed on using the College and Career Readiness Standards in our intsructional planning for the English Language Arts and Algebra courses. Opportunities to explore 21st century professions occur in our annual Career Day and Career unit during technology class. Our weekly advisory class allows teachers to work with students to set academic and career goals. As a school we administer the EXPLORE test to plan for longterm assessments for college and career readiness	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Afterschool All-Stars offers a diverse range of extra-curricular enrichment activities, from the sports to the art and sciences. Having a club fair to engage and inform students on club opportunities at the beginning of the year will assist with	

6: College and Career Readiness Supports

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	***College & Career Assessments***	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students in 8th grade participate in the EXPLORE assessment that provides them with the opportunity to begin exploring different career paths.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	DNA	
	Transitions	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Parents and staff are invited to attend a high school fair in conjunction with a local school in the neighborhood. A parent meeting is held that provides parents with the information needed to apply to public, private, charter, and parochial high schools. Teachers and counselor work closely with each student and his/her parent to make sure that applications are filled out and submitted by the due date.	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school continuously monitors the budget and seeks out additional grants and resources. The school has a partnership with the Children's Literacy Initiative through a grant from the Target Corporation. The grant allowed the school to receive approximately one hundre thousand dollars in professional development, coaching, and new classroom furniture and equipment for all grades K-3. The school has partnered with Chicago Youth Centers and are the recipients of the 21st Century Grant. This grant provides students with after school activities for a minimun of 14 hours of structured activities after school and on non-school days.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The school has a partnership with many area universities and has allowed pre-service teachers the opportunity to observe and do student teaching at the school. In the 11-12 school year the school partnered with the University of Illinois and four students completed their student teaching component under the supervision of high caliber teachers. The school seeks out only highly qualified teachers for available positions. Teams of teachers interview candidates to ensure that they are knowledgeable and proficient in their practice. Content area meetings are held on a weekly basis in addition to grade level meetings. Teams meet regularly before, during, and after school to share and reflect on current practices.	
	Use of Time	--->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school day was arranged that all students in grade 1-8 are in a departmentalized setting to ensure that teachers are knowledgeable in their subject area and provide quality instruction in a focused subject. These academic blocks are 80 minutes. Common prep times are provided so that teachers meet in content area meeting for at least 45 minutes each week to discuss and align instruction to the CCSS. Teachers also meet in grade level meetings to address grade level concerns. RTI instructional time is provided to struggling students during the school day.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

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

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will continue to utilize the Common Core standards in English Lanaguage Arts to foster student growth.	There is a limited number of students who are presently college ready based on the EXPLORE data. Students in bilingual program are not attaining the exiting criteria on Literacy score on the ACCESS within the district norm. Our students did not meet our anticipated growth target on the initial NWEA MAP testing.
2	Teachers will continue to utilize the Common Core Standards in Math to foster student growth.	There is a limited number of students who are presently college ready based on the EXPLORE data for math. Our students did not meet our anticipated growth target on the initial NWEA MAP testing.
3	Teacher will continue to uitilize the Common Core Standards in Science to foster students growth.	Based on state test results students need to expand their knowledge to contirbute to the nations future by increasing technological skills and knowledge in order to pursure careers in science and engineering to compete in the global society.
4	We will focus on health and wellness to promote a healthy school climate that includes improved academic performance, increased attendance, and a reduction in risky behaviors.	The Illinois Youth Survey shows that Armour students have made poor nutritional choices and the amount of physical activities can be increased. Lack of academic motivation has been observed throughout the day. Some students have a high percentage of truancy due to chronic health issues induced by lack of physical activity and proper nutrition.
5		

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will continue to utilize the Common Core standards in English Lanaguage Arts to foster student growth.	There is a limited number of students who are presently college ready based on the EXPLORE data. Students in bilingual program are not attaining the exiting criteria on Literacy score on the ACCESS within the district norm. Our students did not meet our anticipated growth target on the initial NWEA MAP testing.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will progress monitor bi-weekly for students who are intensive in DIBELS.	Instruction	All	Literacy Coach	Quarter 1	On-going		
Teachers will analyze NWEA MAPS data at each administration.	Instruction	All	Asst Principal	Quarter 1	On-going		
Teachers will administer reading 3D in grades k-3.	Instruction	All	Literacy Coach	Quarter 1	On-going		
Teachers will quarterly map with scope and sequence to implement the CCSS.	Instruction	All	Literacy Coach	Quarter 1	On-going		
Teachers will have weekly scaffolded lessons plans.	Instruction	All	Asst Principal	Quarter 1	On-going		
Provide continous and focused professional development to drive instruction to explore concepts of race culture and identity.	Professional Development	All	Literacy Coach	Quarter 1	On-going		
Weekly grade level/content collaboration to analyze data and instruction.	Professional Development	All	Literacy Coach	Quarter 1	On-going		
Grade level released days for CCSS	Professional Development	All	Teachers	Quarter 1	On-going		
Conduct ILT/RTI Meetings at school level to monitor progress	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Instructional materials needs assessment will be done each quarter.	Instruction	All	Literacy Coach	Quarter 1	On-going		
Teachers will receive instructional coaching in QTEL strategies in reading each semester.	Instruction	All	Principal	Quarter 1	On-going		
PAC and BAC meetings will be held to discuss assessments provided to students and ways parents can provide support for students in reading.	Parental Involvement	All	Principal	Quarter 1	On-going		
Conduct teacher observations in all grades during an instructional activity.	Instruction	All	Principal	Quarter 1	On-going		
Review tasks and texts bi-weely using Bloom's taxonomy to identify level of rigor.	Instruction	All	Literacy Coach	Quarter 1	On-going		

Strategic Priority 1

2012-2014 Continuous Improvement Work Plan

Phillip D Armour Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teachers will continue to utilize the Common Core Standards in Math to foster student growth.	There is a limited number of students who are presently college ready based on the EXPLORE data for math. Our students did not meet our anticipated growth target on the initial NWEA MAP testing.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will progress monitor students using a formal math assessment for grades K-2.	Instruction	All	Math Coach	Quarter 1	On-going		
Teachers will analyze NWEA MAPS data.	Instruction	All	Asst Principal	Quarter 1	On-going		
Teachers will quarterly map with scope and sequence to implement the CCSS.	Instruction	All	Math Coach	Quarter 1	On-going		
Teachers will have weekly scaffolded lessons plans.	Instruction	All	Asst Principal	Quarter 1	On-going		
Provide continous and focused professional development to drive instruction to explore concepts of race culture and identity.	Instruction	All	Math Coach	Quarter 1	On-going		
Instructional materials needs assessment will be done each quarter.	Instruction	All	Math Coach	Quarter 1	On-going		
Teachers will receive instructional coaching in QTEL strategies in math each semester.	Instruction	All	Principal	Quarter 1	On-going		
PAC and BAC meetings will be held to discuss assessments provided to students and ways parents can provide support for students in math.	Parental Involvement	All	Principal	Quarter 2	Quarter 2		
Conduct teacher observations in all grades during an instructional activity.	Instruction	All	Principal	Quarter 1	On-going		
Review tasks and texts bi-weely using Bloom's taxonomy to identify level of rigor.	Instruction	All	Principal	Quarter 1	On-going		

Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teacher will continue to uitilize the Common Core Standards in Science to foster students growth.	Based on state test results students need to expand their knowledge to contirbute to the nations future by increasing technological skills and knowledge in order to pursure careers in science and engineering to compete in the global society.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will analyze NWEA MAPS data at each administration at grades 4 & 7.	Instruction	All	Science Teacher	Quarter 1	On-going		
Teachers will quarterly map with scope and sequence to implement the CCSS.	Instruction	All	Science Teacher	Quarter 1	On-going		
Teachers will have weekly scaffolded lessons plans.	Instruction	All	Science Teacher	Quarter 1	On-going		
Instructional materials needs assessment will be done each quarter.	Instructional Materials	All	Math Lead	Quarter 1	On-going		
Teachers will receive instructional coaching in QTEL strategies in science each semester.	Professional Development	All	Principal	Quarter 1	On-going		
Conduct teacher observations in all grades during an instructional activity.	Instruction	All	Principal	Quarter 1	On-going		
Review tasks and texts bi-weely using Bloom's taxonomy to identify level of rigor.	Instruction	All	Principal	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
We will focus on health and wellness to promote a healthy school climate that includes improved academic performance, increased attendance, and a reduction in risky behaviors.	The Illinois Youth Survey shows that Armour students have made poor nutritional choices and the amount of physical activities can be increased. Lack of academic motivation has been observed throughout the day. Some students have a high percentage of truancy due to chronic health issues induced by lack of physical activity and proper nutrition.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Incorporate systematic structured nutritional educational program - twice a week.	Instruction	All	Counselor	Quarter 1	On-going		
Increase physical activity and active learning throughout the school day while in class.	Instruction	All	Counselor	Quarter 1	Quarter 4		
Create and execute clubs and opportunities outside of school for parents and students, wlaking club, yoga class after school.	Parental Involvement	All	Counselor	Quarter 1	On-going		
Wellness committee will analyze previous school fundraising and create structured guidelines to include non-food items.	After School/ Extended Day	All	Counselor	Quarter 1	On-going		
Monthly attendance and tardy incentives.	Other	All	Counselor	Quarter 1	On-going		

Strategic Priority 4

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Date Stamp November 22, 2012