CIWP

2012-2014 Continuous Improvement Work Plan

George Armstrong International Studies ES

Ravenswood-Ridge Elementary Network

2110 W Greenleaf Ave Chicago, IL 60645

ISBE ID: 150162990252059

School ID: 609779

Oracle ID: 22081

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

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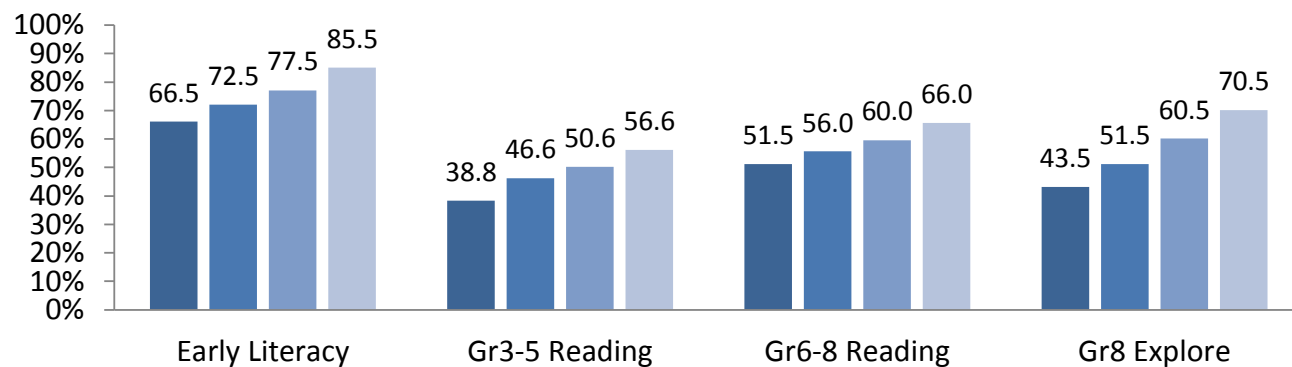
Strategic Priorities

1. Provide higher ability students in the Upper Grades (6th, 7th , and 8th) with a more rigorous reading curriculum. The curriculum will provide additional exposure to informational text which will integrate different content areas. In addtion, an honors reading course will be developed in each of the upper grade levels (6th, 7th

2. Increase technology skill development for teachers, parents, and students. Provide additional training for teachers on using the Smart Board or similar product and its applications within the Common Core State Standards. Provide students the necessary skills (typing, power point, Microsoft word, excel, etc.) to be competitive in

3. Provide families whom are struggling aide in addressing their children's academic needs an intervention program. The intervention program is not only to help the student's academically but also to set in place long term structures (parent/children relationships, discipline, establishing a positive home enviroment that is

4. Place additional emphasis on developing a strong foundational skill of number sense within the math curriculum across all grade levels. The goal is to have ALL students increase their math fact fluency (addition, subtraction, multiplication, and division), so they can be college and career ready.

5. Provide additional support in the primary grades to support reading comprehension and fluency. The goal is to expose primary (Kindergarten thru 2nd) and Intermediate (3rd thru 5th) additional informational text across content areas in Kindergarten thru 5th grade. Moreover, establish balanced literacy in which
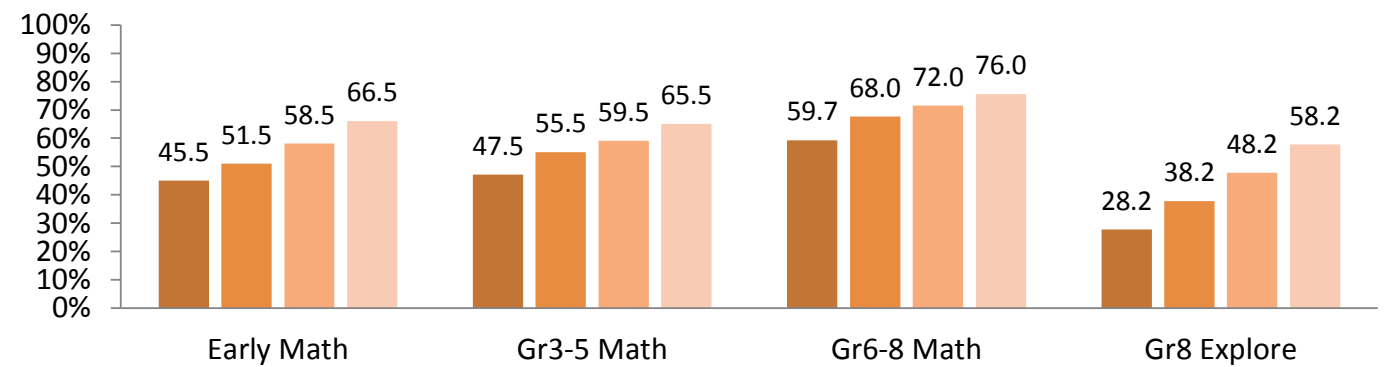
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	66.5	72.5	77.5	85.5
Gr3-5 Reading	38.8	46.6	50.6	56.6
Gr6-8 Reading	51.5	56.0	60.0	66.0
Gr8 Explore	43.5	51.5	60.5	70.5

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	45.5	51.5	58.5	66.5
Gr3-5 Math	47.5	55.5	59.5	65.5
Gr6-8 Math	59.7	68.0	72.0	76.0
Gr8 Explore	28.2	38.2	48.2	58.2

Continuous Improvement Work Plan
2012 - 2014

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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:	George Armstrong International Studies ES

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
Mr. Otis Dunson	Principal
Ms. Yvonne Torres	Assistant Principal
Mr. Amit Thaker	Assistant Principal
Mrs. Donna Bedtke	Lead/ Resource Teacher
Mrs. Kathleen Kriston	Assessment/Data Faculty
Ms. Debra Plotkin	ELL Teacher
Ms. Anna Vlahandeas	Special Education Faculty
Mr. Timothy Williams	Parent/ Guardian
Mrs. Cindra Hart	Parent/ Guardian
Mrs. Allison Mays	LSC Member
Mr. Ninos Khouchaba	Classroom Teacher
Ms. Kathy Novy	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

George Armstrong International Studies ES

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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	66.5	72.5	77.5	85.5	**Early Math** % of students at Benchmark on mClass	45.5	51.5	58.5	66.5

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	38.8	46.6	50.6	56.6	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.5	55.5	59.5	65.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.7	61.7	67.7	73.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	65.5	71.5	77.5	83.5

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	51.5	56.0	60.0	66.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	59.7	68.0	72.0	76.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.4	60.4	66.4	72.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	72.9	78.9	84.9	90.9

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	43.5	51.5	60.5	70.5	**Explore - Math** % of students at college readiness benchmark	28.2	38.2	48.2	58.2

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	96.6	96.9	97.2		**Misconducts** Rate of Misconducts (any) per 100	8.1	7.5	7.2	6.7

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	76.6	80.6	84.6	88.6		**ISAT - Reading** % of students exceeding state standards	19.5	22.5	26.5	32.5
ISAT - Mathematics % of students meeting or exceeding state standards	85.1	87.1	90.1	93.1		**ISAT - Mathematics** % of students exceeding state standards	30.4	32.4	36.4	42.4
ISAT - Science % of students meeting or exceeding state standards	80.7	83.7	87.7	95.7		**ISAT - Science** % of students exceeding state standards	21.4	23.4	28.4	32.4

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
Goals and theory of action	-->		**4**
• 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.	George B. Armstrong has been persistent on analyzing and reflecting on student assessments/work (Dibels, mClass, Scantron, ISAT, and teacher created) and teacher instruction in order to aggressively show student growth in all subgroups and refine teaching practices. Teachers not only meet regularly within grade level teams, but also in curriculum committees so that data, instructional practices, and standards can be discussed school wide across all grade levels. Moreover, the focus of every professional development day is dedicated to transitioning and familiarizing to the Common Core Standards. Teachers work collaboratively developing units and assessment rubrics that align with the	
Principal Leadership	-->		**4**
• 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.	Principal has created a professional learning system that provides teachers the opportunity to grow in regards to their instructional practices as well as leaders within the school. During the teacher evaluation process, the Principal discusses not only what is observed, but also how it relates to the standards (Illinois & Common Core), data relevant to assessment, and student progress. Moreover, improvement strategies are brainstormed and agreed upon prior to ending the meeting. Principal has set many systems in place to support the culture of college and career readiness. As an early adopter of Common Core, the principal has provided teachers with a hands-on approach to familiarizing and transitioning their curriculum maps to the Common Core State Standards. Moreover, establishing an honors group in the upper grades focuses on providing an accelerated curriculum in which students can receive high school placement and/or credit. In regards to families and the community, the Principal holds a	

DIMENSION 1:Leadership

School Effectiveness Framework

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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	Teachers are invested in the success of George B. Armstrong in that they are active leaders of various committees within the school in which members are continuously learning new ideas and analyzing assessment data. For example, all teachers meet regularly as grade levels to discuss curriculum as well as issues that are pertinent to the specific grade. Teachers then represent their teams in curriculum meetings (reading, writing, reading, math, science, social science, and fine arts) in which curriculum, instructional strategies, and school-wide concerns are a discussed. The curriculum meetings collaborate and arrive at a solution to address the needs of the school in the content areas. Within the two meetings, teachers analyze data specific to their grade level and then how their scores effect the entire schools performance. Instructional Leadership Team is open to all staff members and all voices/ideas are welcome. The current ILT team is comprised of a good representation of the staff in that the members consist of teachers of various grade levels, content areas, and specializations (bilingual, special education, union representative, lead teachers, administration, etc.) all coming together for the constant improvement of the school. The team plays a vital role in

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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	George B. Armstrong's Instructional leadership team is open to all staff members who are interested and invested in improving the progress of the school. Currently, the team is comprised of teachers from various content areas and specializations (bilingual and special education), union representatives, parents, and community representatives, and administrators. With the diverse membership of the ILT, ideas and strategies that are discussed are easily taken back to the staff at large through the different committees for input. For example, as the ILT was brainstorming ideas on the Problem of Practice, the team shared out their ideas to the various committees for their input and suggestions. With the constant open line of communication and careful evaluation of the students' needs, a school wide Problem of Practice (POP) was adopted by the entire school. Upon adopting the POP, the ILT performed rounds in which both qualitative and quantitative data was analyzed to better assist teachers in improving their instructional practices. At the conclusion, the teacher representatives on the ILT reported the results to the entire staff.	
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.	Data analysis is a critical part of the culture of George B. Armstrong. As students complete assessments (Scantron, Dibelss, Mclass, ISAT, or Common Core Quarterly), teachers are involved in analyzing the data immediately to adjust their curriculum and instructional strategies to better address the students' needs. Teachers initially analyze the data individually by classroom, and then transition to analyzing the data per grade level and by curriculum committees. With all the data analysis, the focus is kept on the school's Problem of Practice - rigorous questioning - in order to move our students to	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		4
DIMENSION 2: Core Instruction	• 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.	Every grade level and content area at George B. Armstrong has been instructing using a year long curriculum map that was designed by grade level teams that aligns with the Illinois State Standards. For the past two years, teachers have been unpacking the Common Core State Standards by incorporating them within their bi-weekly lesson plans and correlating them to the existing curriculum maps. The next phase for George B. Armstrong will be to re-organize all content area curriculum maps across grade levels in order to transition to the CCSS. For the current school year, grades Kindergarten through 2nd have transitioned to using Pearson's Envisions (math) and Harcourt Storytown (reading) that are aligned directly to the CCSS. This will allow for an easier transition for these students as they progress to the next grade level.	
	Instructional materials	-->		4
	• 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).	All grade levels at George B. Armstrong have sets of instructional materials that are aligned with the Illinois and/or Common Core State Standards. Kindergartens thru 2nd grade are currently working with both Harcourt Storytown and Pearson Envisions textbooks that are aligned with the Common Core State Standards. Having the primary grades focus on the CCSS will allow them to better transition in their latter educational years. Grades 3 thru 8 are working with both Illinois and Common Core State Standards in the different content areas (reading, math, science, social studies,	

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	-->		4
• 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.	School-wide, all teachers have access to their data immediately upon the completion of each assessment. Because we implement the Dibels, Mclass, Scantron, and Common Core Quarterly online, results are available instantly to teachers. Analyzing the results, reflecting upon the teaching strategies, and making adjustments to the curriculum assessment are key components that continue to push Armstrong forward. Teacher teams meet regularly with administration to review data and analyze trends. Moreover, representatives from both Scantron and Dibels came to Armstrong in two different occasions to aide teachers in reflecting on data and utilize its various components (addtional practice). In regards to the constructive responses and DWWA, teachers score the responses/assessments in a timely manner and enter results into CIM. Because the responses are graded in-house in a timely manner, questions and concepts can be reviewed and adjustments to the curriculum can be made promptly to better address the needs of the students. Along with benchmark assessments, teachers use unit projects aligned to created rubrics to also assess	

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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.	George B. Armstrong administration and teachers strive to provide students with a curriculum that prepares them for college and career readiness. To date, Armstrong has demonstrated steady growth in student performance on ISATs over the past three years. Depending on grade level, various state aligned assessments are implemented (listed below) along with teacher created performance task at each grade level. Students are taught not only so they can perform well on standardized test but also utilize the concepts to create unique products. Kindergarten and 1st grade - Dibels and Mclass 2nd grade - Dibels, Mclass, and Scantron 3rd thru 8th grade - Scantron, ISAT, DWWA and Common Core Quarterly (8th - also assesses Explore and Algebra Exit Exam) Every teacher instructs his/her students using lesson plans (designed collaboratively) that are aligned to both the Illinois and	

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Typical School	Effective School	Evidence	Evaluation
Intervention		--->	**3**
• 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.	George B. Armstrong abides to a thorough and systematic approach to screening students for special education. As a teacher identifies a student is struggling academically, actions are set in place to document and begin the RTI process. The teacher keeps a student folder documenting the student work and interventions taken. For example, intervention strategies that teacher's implement include but are not limited to small groups, before/after school tutoring, differentiated instruction, reciprocal teaching, pairing up with another student, etc. Once a student has been diagnosed for special education services, George B. Armstrong offers and implements the following models to address the student's needs; pull-out (resource), consultative, and inclusion. Depending on the individual student's skill level and performance, an individualized education plan is designed. The plan is constantly evaluated and adjusted to best fit the needs of the student.	
Whole staff professional development		--->	**4**
• 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.	Professional developments at Armstrong are designed around two core ideas; Common Core State Standards and Longer School Day, both of which have a tremendous impact on the culture of the school in the years ahead. In PD regarding Common Core State Standards, teachers have been working collaboratively correlating existing curriculum maps to the Common Core State Standards and developing units that address the increased rigor in order to prepare the students for college and the workforce. Moreover, teachers have been involved in developing a performance based rubric which provides parents a description of the student's strengths/weaknesses. Longer school day PD has been surrounded	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• 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 meet in collaborative groups in different fashions in order to progress monitor students that are receiving interventions. For example, all teachers attend monthly grade level meetings in which curriculum, data and students in RTI are discussed. Grade level meetings are not only attended by classroom teachers but also specialists whom services students in that particular grade level. Every teacher then also serves on a curriculum committee that focuses in on specific content subject areas school wide. Committees are constructed with representation from all grade levels and specialist in the content area. In these meetings, teachers analyze school wide data with respect to grade level concerns, and focus on addressing standards that the school as a whole needs additional support. Special Education and Bilingual meetings are also held monthly and attended by not only the bilingual and special education teachers but also grade level chairs. In these meetings students' progress is constantly discussed as is	
	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.	When individuals are hired to teach at George B. Armstrong, the administration takes the responsibility to guide and provide opportunities for professional growth. Teachers new to Armstrong, regardless of experience, are assigned a mentor, a veteran high performing teacher that helps them get accustomed to the daily routines and basic tasks. Moreover, these teachers are sent to Impact and Taskstream training so they can become familiar with the grading system and lesson planning software. Teacher mentoring is not only dedicated to new teachers, but also to ones that are needing/seeking assistance in instructional practices or classroom management. Moreover, as evaluations are conducted, the administration provides personal feedback to the teachers and makes recommendations accordingly to bring about continuous professional growth.	

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
	High expectations & College-going culture	-->		**4**
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	Teachers at George B. Armstrong strive to provide every student with a rigorous education that prepares them for a higher education. In the primary grades, the teachers place a strong emphasis on reading and math in order to set a solid foundation. In the upper grades (6th thru 8th grade), students are offered an accelerated math curriculum so they can obtain Algebra 1 placement/credit for the 9th grade (last year 60% of the graduating class placed out of Algebra 1). Starting next year, an accelerated reading program will begin to be offered to the upper grade. Along with providing accelerated programs to prepare students for higher	
	Relationships	-->		**4**
	• 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.	Communication is a vital component that keeps George B. Armstrong progressing forward. Armstrong staff's interactions with students are built from respect and fairness. Teachers not only value academics, but also the establishment of a positive learning community which is based on accepting of all students regardless of disability or ethnicity. For this reason, all students regardless of disability go to their specials with their appropriate grade level so that they can interact and socialize with theirs peers. In order to build these positive learning communities and help students, many of our teachers instruct after school programs to further assist students. The following is a list of programs that Armstrong teachers instruct: After school homework help (grades 1 thru 8)	
	Behavior& Safety	-->		**4**
	• 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.	With over 1500 students attending George B. Armstrong, student behavior and safety is a priority to both the administration and teachers. Therefore, specific protocols are in place to reassure parents that their children are safe at all times. As individuals first enter the building, they are met by either one of our 2 security officers or 2 off duty police officers and directed to the main office. If visiting a classroom, all visitors/guests must sign in and obtain a pass. As for student misconducts, each student is given a copy of Chicago Public School's Student Code of Conduct booklet as well as	

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
	Expectations	-->		**4**
DIMENSION 5: Family and Community Engagement	• 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.	At the beginning of each school year, every child is given a grade level welcome letter written by the team discussing the necessary supplies for each subject area as well as the curriculum and expectations for the different content areas. The letter describes what students will be learning over the course of the year. Moreover, an open house is scheduled early in September in order for parents to meet all their children's teachers. On this day, teachers meet with parents to discuss the grade level curriculum, grading system, and available resources that can be used at home. In addition to the teachers communicating with parents regarding the curriculum, the principal meets with parents in a variety of settings to discuss the school's performance and pertinent information (longer school days). For example, during open house,	
	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.	Communication is a vital tool that contributes to George B. Armstrong's continous success. Both teachers and administration keep an open line of communication so that parents can always be informed of their children's academic performance and behavior. In regards to teachers, each grade level team has designed a uniform method of communicating to parents; weekly letters/phone calls, checklists, and email. Along with the weekly	
	Bonding	-->		**4**
	• 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.	At George B. Armstrong, teachers and administration consider the school as a second home in which both students and parents are always welcome. Parents are welcome not only to attend our special assemblies, but also throughout the day to visit classrooms and volunteer within the school. Many of the Pre-kindergarten and Kindergarten parents are dedicated volunteers that have truly vested much of their time to make Armstrong successful. In addition, parents are always invited to attend specials events and assemblies that are held during the school day. Our various curriculum committees also hold special events evenings to give parents, teachers, and students an opportunity to work together	

School Effectiveness Framework

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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.	George B. Armstrong staff not only assists students within the school day, but also attempts to support families at home. When families first begin at Armstrong in Pre-Kindergarten, our teachers visit the homes of their students to make sure that there is a consistent balance and structure between school and home. Our bilingual coordinator has visited the homes of many families that	
College & Career Exploration and election	--->		**4**
• 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.	George B. Armstrong provides both early and ongoing exposure to students regarding high school selection, making career choices, and fullfilling their personal goals in life. Teachers of all grade levels consistently mentor the students on developing goals and strive to be the best. In the upper grades, Armstrong staff educate students	
Academic Planning	--->		**4**
• 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.	Armstrong provides students with the opportunities and information that supports their interests and prepares them to become college and career ready. Beginning in primary grades students are already implementing common core standards and critical thinking questions. In the upper grades students are offered an honors class that provides high school placement/credit. Counselors and school administration thoroughly inform students of the requirements and skills needed to obtain acceptances to various high schools. Moreover, students are informed of the various high school specializations so that they can make	
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.	Armstrong offers a tremendous variety of programs both during the school day as part of the curriculum and after school as an extracurricular. During the school day, students are offered enrichment math classes in the intermediate grade (3rd - 5th), an	

Left margin (vertical text): 6: College and Career Readiness Supports

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Teachers at George B. Armstrong strive to prepare students to be college and career ready from the day they enter the school. This is done by assessing the students routinely to monitor progress. In the primary grades students participate in Dibels, Mclass, IDEL, TRC, and performance assessments created by teachers. The	
	College & Career Admissions and Affordability	-->		**3**
	• 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.	High school application process is a critical point for students at George B. Armstrong. Even though students do not apply to high schools until the 8th grade, they are exposed to the process and variety of programs offered by the high school in the 6th grade. Moreover, 6th thru 8th grade students and parents are invited to attend the high school night that is held at the school. This event reviews the application process, information regarding the different programs, and what to do next. In addition, the counselors invite	
	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.	George B. Armstrong carefully plans the transition of every child prior to the end of the school year. Armstrong utilizes a "Deal the Deck" format in which each grade level meets with administration to place students into the next grade level. Learning styles, peer interactions, ability level, and gender are all factors that play a role in the placement of the students. Students just starting at Armstrong are invited to a Pre-Kindergarten orientation in which parents are introduced to the program, school, curriculum, and staff. Students graduating Armstrong, are placed into their	

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		4
	• 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.	George B. Armstrong distributes discretionary spending according to the needs of the students, teachers, and school. For example, to better prepare students for ISAT and high school, Armstrong invested in Study Island for grades 3 thru 8. This program allows students to practice and receive on-line tutoring to items that are aligned to state standards. In addition, on-line subscriptions were purchased for our reading textbook so that parents and students can access the text and additional on-line resources at home. After listening to parents concerns, additional after school homework help classes were developed to help students in grades 2nd thru	
	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.	Building effective grade level teams is a task that requires administration to really know their teachers strengths and weaknesses. George B. Armstrong is in a fortunate position in which a large number of applicants apply for a teaching position every year. Currently, grade level teams are designed by analyzing factors such as teacher's expertise in specific content area, experience, and instructional practices. For example, each of our grade levels not only has a seasoned teacher with numerous years of experience, but also new teachers who can use guidance. In addition, each teacher within the grade levels is a content area expert which aids in lesson planning. When teaching positions become available, the George B.	
	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.	With over 1,550 students at George B. Armstrong the use of time is critical in every aspect. The master school schedule is designed to foster team collaboration in which every grade level has at least 4 common preps a week. Student's schedules are planned carefully so that regardless of language proficiency or disability every student receives a high quality education that is not separated from their grade level peers. When the master schedule for each grade level is designed, the administration meets with not only the grade level team but also the special education, ESL, and Resource teachers so	

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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

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

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide higher ability students in the Upper Grades (6th, 7th , and 8th) with a more rigorous reading curriculum. The curriculum will provide additional exposure to informational text which will integrate different content areas. In addtion, an honors reading course will be developed in each of the upper grade levels (6th, 7th and 8th).	After analyzing our ISAT data for the 2010-2011 school year, our 7th and 8th grade ISAT reading scores have increased in the meets categories over the past three years. Our data indicates that more students are meeting the standards; lower spectrums of students are making growth. The concern/issue we observe is that the number of 7th and 8th grade students exceeding in reading has been declining over the past three years. From 2009 to 2011 students meeting/exceeding state standards increased from 82% to 90.1%, but the number of students exceeding dropped from 21.1% to 5.3%. Currently, our reading program does an excellent job of addressing the needs of the lower ability students. Exposing students to additional informational text and Implementing an honors reading course will challenge the higher ability students and increase the number of students exceeding on state assessments.

2	Increase technology skill development for teachers, parents, and students. Provide additional training for teachers on using the Smart Board or similar product and its applications within the Common Core State Standards. Provide students the necessary skills (typing, power point, Microsoft word, excel, etc.) to be competitive in the ever-changing technological society. Educate parents on how they can use technology in a safe and supportive manner for the education of their children.	With society and the workforce increasing their use of technology, George B. Armstrong is dedicated in keeping students updated on the advances. Incorporating technology within the curriculum and instructional practices requires additional training for teachers. This additional training will not only allow teachers to become comfortable with the technology (Smart Board, Excel, etc.), but also expose them to various different applications. With everyday tasks both in society and school becoming computerized, Armstrong must prepare students to adapt. For example, within the school, majority of the testing and major projects (history fair, science experiments, etc.) are done online requiring students to be proficient and comfortable using computers and software applications. Students must have additional class time using the computers in the primary years so that they gain the knowledge and skills needed to perform well on the assessments and tasks.
3	Provide families whom are struggling aide in addressing their children's academic needs an intervention program. The intervention program is not only to help the student's academically but also to set in place long term structures (parent/children relationships, discipline, establishing a positive home enviroment that is conducive to learning, etc.) that will benefit the entire family.	Throughout the year, teachers have expressed their frustration with students who do not have solid structures at home to be successful at school. Moreover, these same students have difficulty year after year making gains on standardized tests and keeping pace with their classmates. By providing parents assistance at home to establish solid structures, students, parents, and the school can work together to bring about success. By selecting families that are in need of such support and are willing to participate in the additional help, we hope to see progress both in the home and school. We will begin recruiting parents into the program beginning with the parents whom we know are requesting such help and branching outward. We realize the challenge in recruiting parents and maintaining participation but have been brainstorming ideas to keep the participation in the program (incentives and meals). Moreover, a few of our parents have attended such workshops at the public library or C4 center and are familiar with its services.

4	Place additional emphasis on developing a strong foundational skill of number sense within the math curriculum across all grade levels. The goal is to have ALL students increase their math fact fluency (addition, subtraction, multiplication, and division), so they can be college and career ready.	After analyzing student data (Dibels, Scantron, ISAT, and Explore) and discussing with teachers the difficulties students are having grasping new concepts, number sense is an area of weakness. Upper grade teachers (6th thru 8th) have noticed a drastic difference in the comprehension of new concepts among students who have developed number fluency and ones who have not. Moreover, it was evident that students that are enrolled in the honors math classes whom have a strong foundation in number sense did not have trouble grasping new concepts. Armstrong teachers and administration believe that providing students with a strong foundation in number sense will improve overall math proficiency. Currently, all grade levels instruct or review basic operations (whole, integers, and rational numbers). However, students who have not mastered their basic math facts (grade appropriate) need additional practice using supplemental resources that can be constantly progress monitored. Developing a school-wide initiative will bring about healthy competition and unified assessment among grade levels. Analyzing the mClass:math data over the past two years, the number of Kindergarten students at benchmark declined from 77% to 72% and the number of First Grade students increased from 44% to 57%. ISAT scores in 3rd thru 5th grade indicate the number of students exceeding on ISATs have declined. In 2009, the number of third grade students exceeding was 22.4%. In 2011, only 14.1% of the same group of students exceeded on the ISATs. After collaborating with teachers, a common theme that detered students from grasping concepts was their lack of number fluency.
5	Provide additional support in the primary grades to support reading comprehension and fluency. The goal is to expose primary (Kindergarten thru 2nd) and Intermediate (3rd thru 5th) additional informational text across content areas in Kindergarten thru 5th grade. Moreover, establish balanced literacy in which students have the oppurtunity to work in grouped according to reading levels across various content areas.	After analyzing the data for Scantron, Dibels, and ISAT (3rd - 5th) for Kindergarten through 5th grade, we noticed a need for providing additional oppurtunities for students to read novels according to their individual reading levels. On ISAT grades 3rd thru 5th are making slow but steady growth. For example, 59.7% of the 3rd grade students were meeting/exceeding in 2009. In 2011, 65.1% of the same students were meeting/exceeding state standards; showing 5.4% growth over three years. On Dibels, Kindergarten and 1st Grade has show an average growth of 3% and 1% respectfully for the past three years, but Second Grade has been showing a (5.3%) decline for the same time period. By incorporating reading into science and social studies curriculum will not only provide even more oppurtunities for students to practice reading but also expose the students to informational texts. The additional practice will engage students to read and build a stronger foundation in which can be built upon in the later years.

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
Provide higher ability students in the Upper Grades (6th, 7th , and 8th) with a more rigorous reading curriculum. The curriculum will provide additional exposure to informational text which will integrate different content areas. In addtion, an honors reading course will be developed in each of the upper grade levels (6th, 7th and 8th).	After analyzing our ISAT data for the 2010-2011 school year, our 7th and 8th grade ISAT reading scores have increased in the meets categories over the past three years. Our data indicates that more students are meeting the standards; lower spectrums of students are making growth. The concern/issue we observe is that the number of 7th and 8th grade students exceeding in reading has been declining over the past three years. From

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze the current 8th grade curriculum at George B. Armstrong and 9th grade curriculum at both our neighborhood high school (Sullivan & Senn) and selctive enrollment high schools in order to develop an honors course that will prepare students for IB, scholars, and honors track.	ILT/ Teacher Teams	Other student group	ILT and Reading Curriculum Committee	Summer 2012	Quarter 1		
Develop a honors 8th grade curriculum map and assessments that addresses the skills needed for students to enter a higher level 9th grade reading course.	ILT/ Teacher Teams	Other student group	Ninos Khouchaba	Summer 2012	On-going		
Set the course guidelines and rules for determining eligibility to enter the course.	ILT/ Teacher Teams	Other student group	ILT and 7th & 8th Grade Team	Summer 2012	Quarter 1		
Select students that will be enrolled into the 8th grade honors course based on criteria established for the course guidelines/rules	Other	Other student group	Administration and 7th & 8th Grade Teams	Summer 2012	Quarter 1		
Implementation of the honors 8th grade reading course	Instruction	Not Applicable	Ninos Khouchaba	Quarter 1	On-going		
Assess the effectiveness of the honors reading course throughout the school year using NWEA, DWWA, Common Core Quarterly, and teacher created performance tasks. Reflect and make adjustments to the honors 8th grade curriculum map to better address gaps in the student's learning.	ILT/ Teacher Teams	Not Applicable	ILT and reading curriculum committee	On-going	On-going		

Strategic Priority 1

Using the revised 8th grade honors reading curriculum map, teacher created perormance tasks, and assessment data on ISAT and NWEA, 7th and 6th grade reading instructor in conjunction with the 8th grade reading instructor will develop the curriculum map and assessments for the honors 6th and 7th grade course. We strive to increase the number of students exceeding on 8th grade ISAT reading from 5.3% to 27% for the 2012-2013 school year.	ILT/ Teacher Teams	Other student group	Brian Yehl and Ninos Khouchaba	Quarter 4	Summer 2013		
Implementation of the 6th and 7th grade honors reading course	Instruction	Other student group	Administration and 7th & 8th Grade Teams	Year 2	Year 2		
Assess the effectiveness of the 6th and 7th grade honors reading course throughout the year using NWEA, Common Core Quarterly, and teacher created performance tasks. Reflect and make adjustments to the honors curriculum maps to better address gaps in the student's learning.	ILT/ Teacher Teams	Other student group	Ninos Khouchaba, Brain Yehl, and Adrian Dobbins	On-going	Year 2		
Purchase course appropriate novels for each of the honors courses: 8th Grade honors 7th Grade honors 6th Grade honors In each of the courses, literature based instruction will be the primary tool.	Instructional Materials	Not Applicable	Administration and 6th, 7th, and 8th Grade Teams	Summer 2012	Year 2		
Purchase additional computers/laptops in which research can be conducted on a daily basis. The computers support not only the curriculum but also the instructional strategies that will be implemented in each of the honors reading courses. The resources will be needed beginning with the 8th grade classroom initially, then followed and 7th grade classroom in 2013, and the 6th grade classroom in 2014.	Equipment/ Technology	All	Administration	Summer 2012	On-going		
Analyze state wide student assessment data (ISAT and Common Core) and the effectiveness of the honors reading programs in the upper grade in relation to the number of students exceeding on the assessments.	ILT/ Teacher Teams	All	Grade Level, Curriculum committees, and ILT	On-going	On-going		

Strategic Priority 1

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
Increase technology skill development for teachers, parents, and students. Provide additional training for teachers on using the Smart Board or similar product and its applications within the Common Core State Standards. Provide students the necessary skills (typing, power point, Microsoft word, excel, etc.) to be competitive in the ever-changing technological society. Educate parents on how they can use technology in a safe and supportive manner	With society and the workforce increasing their use of technology, George B. Armstrong is dedicated in keeping students updated on the advances. Incorporating technology within the curriculum and instructional practices requires additional training for teachers. This additional training will not only allow teachers to become comfortable with the technology (Smart Board, Excel, etc.), but also expose them to various different

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Question teachers within grade levels regarding their needs for technology training for themselves, students, and parents. In specific, ask each team during grade level meetings to list possible topics that would improve their instruction strategies/practices and student's technology skills.	ILT/ Teacher Teams	All	ILT, Administration, and grade level teams	Summer 2012	Quarter 1		
ILT will sort and prioritize the possible training topics proposed by teachers. In addtion, the team will explore various technology training/workshops (Provided by CPS, Vendors, and Experienced Teachers).	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	On-going		
Set training in place according to the needs of the teachers. In addtion, beginning notifying teachers of the different training oppurtunities and dates.	ILT/ Teacher Teams	Not Applicable	Administration and technology coordinator	Summer 2012	On-going		
Update software in mobile laptop carts (microsoft office 2010) and develop a systematic check out procedure for classrooms to request and utilize laptops throughout the year.	Equipment/ Technology	Not Applicable	Technology Coordinator	Summer 2012	Summer 2013		
The purchase and installation Smart Board/Mimio devices for additional classrooms. Currently 25 classrooms are equipped with the hardware and goal is to increase that number to 35 classrooms by the end of the 2013 school year.	Equipment/ Technology	Not Applicable	Administration	Summer 2012	Year 2		
Explore and establish an after school computer program that exposes & teaches students how to program using various programming languages (Simple, Java, C++).	After School/ Extended Day	All	Technology Coordinator and Administration	Summer 2012	On-going		

Strategic Priority 2

Upgrade the wireless network system throughout the school to allow for easier internet access and streaming of Safari Montage.	Equipment/ Technology	Not Applicable	Administration	Summer 2013	Year 2		
Conduct evening parent training workshops to educate parents on Internet Safety, Parent Portal, and online educutional resources to tutor students in reading and math.	Parental Involvement	Not Applicable	Administration in cunjuction with Technology Coordinator	Quarter 1	Year 2		
Educate students on Internet safety (Social Media, Twitter, Bullying on the Internet)	Instruction	All	Administration in cunjuction with Technology Coordinator	Quarter 1	On-going		
Increase the number of student computers per classroom to foster research, utilize purchased tutoring software, and increase computer skills. Currently, each classroom is equipped with 2 desktops/laptops with the goal being an additional 5 computers per classroom.	Equipment/ Technology	All	Administration in cunjuction with Technology Coordinator	Summer 2012	Year 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
Provide families whom are struggling aide in addressing their children's academic needs an intervention program. The intervention program is not only to help the student's academically but also to set in place long term structures (parent/children relationships, discipline, establishing a positive home enviroment that is conducive to learning, etc.) that will benefit the entire family.	Throughout the year, teachers have expressed their frustration with students who do not have solid structures at home to be successful at school. Moreover, these same students have difficulty year after year making gains on standardized tests and keeping pace with their classmates. By providing parents assistance at home to establish solid structures, students, parents, and the school can work together to bring about success. By

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Meet with Community Council Centers of Chicago (C4) to confirm program costs and its components: services, number of families , requirements/guidelines, sessions, dates, childcare services, and transportation passes for families.	Parental Involvement	Not Applicable	ILT/Administration	Summer 2012	Quarter 2		
Introduce the PASS (Parents and Students Succeeding) initiative to the ILT. Establish guidelines and critieria for choosing families. In addition, develop procedures to introduce the program to parents (open house, PTA, small groups) and incentives for families to attend all sessions.	Parental Involvement	Other student group	Administration	Summer 2012	Quarter 1		
Establish an after school tutoring program that addresses the academic needs of the sturggling students. The program will consists of baby sitting/homework help services provided by C4 one day a week for two hours. In addtion, George B. Armstrong will provide reading and math tutoring services after school for the studnets who have parents attending the Parenting classes. Tutoring will be instructed by Armstrong teachers after school at a minimum of two days per week.	Instruction	Other student group	ILT/Teacher Teams	Summer 2012	Quarter 4		
Educate the entire staff of the PASS initiative and reccomendation guidelines.	Professional Development	Not Applicable	Administration	Quarter 1	Quarter 3		

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CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 3

Analyze student data on ISAT, NWEA, Dibels and classroom grades to identify students who are struggling academically in all grade levels. In addtion, confer with classroom teachers on pinpointing which of these students & families would benefit from parenting classes in order for the students to be successful.	ILT/ Teacher Teams	Other student group	ILT/Teacher Teams	Quarter 1	On-going		
Finalize the selection of a group of families which will be targeted for home support. Extend a personal invitation to each of the families by informing them of the program and requirements for participation. In addtion, set a deadline for families to accept the invitation. Goal is to select 10 - 15 families per group (20 - 30 families in total).	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Teams	Quarter 1	Quarter 2		
Implementation of PASS and the after school tutoring program.	Other	Not Applicable	C4	Quarter 1	Quarter 3		
Assess the student's progress using NWEA, Common Core Quarterly, Dibels, Mclass, and classroom grade throughout the course of the year to monitor the students behavior and academic progress.	ILT/ Teacher Teams	Other student group	ILT/Teacher Teams	Quarter 1	On-going		
Upon the conclusion of the first 8 week intervention program, administration will meet with the program coordinator to analyze/reflect upon the program and its effectiveness. In addtion, administration will meet with parents to discuss the programs strengths, weaknesses, and effectiveness.	LSC/ PAC/ PTA	Not Applicable	Administration	Quarter 3	On-going		
The administration will meet to discuss the effects of the program and student progress (academic & behvaior), and decide on the future of the program. After school tutoring program will continue and/or be adjusted to meet the needs of the students. Begin planning for a possible second of classes for a new set of parents	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 3	Quarter 4		
Currently, Armstrong averages 8.1 misconducts per 100 students and strive to reduce the number to 7.5 with the implementation of PASS.	ILT/ Teacher Teams	All	Administration	Quarter 1	Quarter 4		

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
Place additional emphasis on developing a strong foundational skill of number sense within the math curriculum across all grade levels. The goal is to have ALL students increase their math fact fluency (addition, subtraction, multiplication, and division), so they can be college and career ready.	After analyzing student data (Dibels, Scantron, ISAT, and Explore) and discussing with teachers the difficulties students are having grasping new concepts, number sense is an area of weakness. Upper grade teachers (6th thru 8th) have noticed a drastic difference in the comprehension of new concepts among students who have developed number fluency and ones who have not. Moreover, it was evident that students that are enrolled in

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math committee meets to adjust and/or redesign grade level curriculum maps so they correlate to the Common Core State Standards. An emphasis will be placed on grade specific standards that address number sense. The team will decide on which math fact skills need to be mastered per grade level.	ILT/ Teacher Teams	Not Applicable	Math Coordinator & Assistant Principal (Kathy Kriston & Amit Thaker)	Summer 2012	On-going		
Math committee meets to analyze grade level and school wide math assessments (Scantron, Mclass, and ISAT) in order to identify strengths and weaknesses in the current math curriculum. In addition, strategize on what professional development topics would best improve our teacher's skills towards the common core and PARCC assessment.	ILT/ Teacher Teams	Not Applicable	Math Coordinator & Assistant Principal (Kathy Kriston & Amit Thaker)	Summer 2012	Year 2		
Review, analyze, and reflect on the effectiveness of the current supplemental mathematic programs (study island, reflexmath, pearsonsuccess.net, and accelerated math) being used by the various grade levels. In specific, do the programs address the school's areas of need, and have available assessment reports to diagnose student performance on a frequent basis.

Explore effective supplemental computer programs and instructional strategies/practices that can be used school-wide to improve number sense. Possible programs: ReflexMath, StudyIsland, and Khan Academy. | ILT/ Teacher Teams | Not Applicable | Math Coordinator & Assistant Principal (Kathy Kriston & Amit Thaker) | On-going | Year 2 | | |

Strategic Priority 4

Teacher training on constructing open-ended constructed responses that align with CCSS and creating rubrics that assess the different level of student's understanding.	Professional Development	Not Applicable	Math Committee and ILT	Quarter 1	Year 2		
As a committee select/purchase/ or create a school-wide mathematics program(s)/initiative that will be used by all grade levels throughout the year to improve students' number sense. How will a student's number sense proficiency be assessed across all grade levels?	Other	Not Applicable	Math Committee and ILT	Summer 2012	Year 2		
Provide training to all teachers regarding the school wide supplemental mathematics program that will be used to improve number sense in all grade levels. In addition, using the data, plan professional development surounding other areas of weakness that need to be addressed (extended responses, measurement, common use of math terminology, etc.).	Professional Development	All	Math Coordinator & Assistant Principal (Kathy Kriston & Amit Thaker	On-going	On-going		
Implementation of school wide number sense initiative to improve number sense skills	Instruction	All	All Classroom Teachers	Quarter 1	Year 2		
Analyze classroom, grade level, and school wide data uisng Mclass, NWEA, Common Core Quarterly, and ISAT to monitor the progress of students math skills with the use of the number sense support program. Currently, 45.5% of the K - 2nd grade students are at benchmark (mClass) and 75.2% of our 3rd - 8th grade are at/above grade level on Scantron. We strive to increase both levels by 6% by the end of the school year.	ILT/ Teacher Teams	Not Applicable	Math	On-going	Summer 2013		

Strategic Priority 4

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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
Provide additional support in the primary grades to support reading comprehension and fluency. The goal is to expose primary (Kindergarten thru 2nd) and Intermediate (3rd thru 5th) additional informational text across content areas in Kindergarten thru 5th grade. Moreover, establish balanced literacy in which students have the oppurtunity to work in grouped according to reading levels across various content areas.	After analyzing the data for Scantron, Dibels, and ISAT (3rd - 5th) for Kindergarten through 5th grade, we noticed a need for providing additional oppurtunities for students to read novels according to their individual reading levels. On ISAT grades 3rd thru 5th are making slow but steady growth. For example, 59.7% of the 3rd grade students were meeting/exceeding in 2009. In 2011, 65.1% of the same students were meeting/exceeding

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze data for Scantron and Dibels in each of the primary and intermediate grade levels to identify weaknesses and strengths in the reading, science, and social studies curriculum.	Instruction	All	ILT/Teacher Teams	Summer 2012	Quarter 1		
Explore and decide on reading strategies that can be implemented thoroughut the primary and intermediate grade levels in order to provide students additional reading oppurtunities according to their reading levels (reading a - z, walking reading, reading buddies, literacy circles, and Daily 5).	ILT/ Teacher Teams	All	Reading/Writing Curriculum Committee & Administration	Summer 2012	On-going		
Provide training to all teachers on how to progress monitor students according to reading levels and how to implement reading circles. In addition, develop a schedule that is conducive to the new strategies/programs being implemented.	Professional Development	All	Reading/Writing Curriculum Committee & Reading A-Z	Quarter 1	On-going		
Provide Reading A - Z and Science A - Z training for Kindergarten thru 5th grade teachers.	Professional Development	All	Reading A-Z	Quarter 1	Quarter 2		
Make 6 copies of each leveled reader from Reading A - Z and Science A - Z for the upcoming school year. In addition, develop a check-out system in which teachers can borrow leveled readers throughout the year in respect to the unit being taught.	Supplies	All	Administration	Summer 2012	Quarter 2		
Develop a comprehensive science and social studies curriculum that integrates the new reading strategies adopted. In addtion, provide students additional oppurtunities to read and discuss informational texts according to their reading levels.	ILT/ Teacher Teams	All	Science/Social Studies Curriculum Committee	Summer 2012	On-going		

Strategic Priority 5

Purchase additional informational texts for Kindergarten thru 5th grade classrooms that support the social studies and science curriculum.	Supplies	All	Administration	Quarter 1	Quarter 4		
Assess the impact of Reading A to Z, Science A to Z, Daily 5, and balanced literacy strategies using data from Dibels and NWEA. Make necessary changes and provide additonal training on literacy strategies implemented.	Professional Development	All	Reading/Writing Curriculum Committee & Reading A-Z	Quarter 2	On-going		